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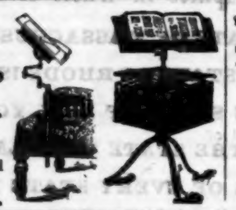

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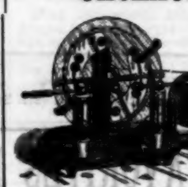

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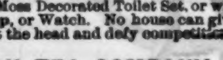

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THE value of sympathy as a mental stimulus was under-estimated by some stern old teachers, but there have always been a few who appreciated its influence as a mental force. This fact of active sympathy, followed by good deeds, is finely illustrated in the following anecdote of the late President Garfield: In the middle of his course, as the college year neared its end, young Garfield was observed to be in a very depressed condition of mind. President Hopkins sent for him and asked what was the matter. At first Garfield was averse to making an explanation, but he finally admitted that his money was completely exhausted. "My family is not rich," said he, "on the contrary, they are very poor. I shall have to give up my studies and go back to the farm. Perhaps my face has shown my disappointment and regret." The sympathetic heart of the college president warmed toward the young man as he rejoined: "There is a small fund here for aiding deserving students. Your case comes entirely within its provisions, and I will gladly advance you enough to enable you to complete your education." After some protests, Garfield finally accepted this aid, and by means of it received his degree.

IT makes all the difference in the world with our feelings whether we are going to a wedding or a funeral. The young graduate usually considers the day when he receives his diploma as the day of his nuptials. The paternal care is withdrawn, and he goes out married to his ideal of what the world will do for him, and he for it. He is jubilant in the thought that he is now to take the world for better or for worse, until death separates them for ever. This is all right. No young graduate ever wins the permanent love of his bride except by the most hearty, trustful, and courageous manners.

Young graduates! believe in the world, and it will believe in you; trust the world, and it will trust you. It's a good world when treated right, but a bad one when treated wrong. It all depends upon how you take it, whether it does for you what you wish it should. To the bountiful, generous, kind, brave, and chivalric, it is all one could wish; but to the mean, miserly, churlish, cowardly, and craven, it is all one could *not* wish.

WHO is the laborer? The man who works ten hours a day with his hands, or the man who works sixteen with his brain? There is a great gush of sentiment just now for the manual laborer, as though he who toiled with his hands is more of a slave than he who earns his bread by the sweat of his brain. Thought rules the world. Thought built the engines that consumes the coal that runs hundreds of millions of wheels. It is thought that created the unpumbered wants of civilization. Thought is the greatest of all laborers, and yet in the organizations of the Knights of Labor, no inventor, or editor, or logician, or orator, or statesman would be admitted—no man who does not toil with his hands to earn his daily bread. Who is more of a day laborer than the teacher? Who deserves higher recognition, or more just treatment? Who moulds thought or shapes the destinies of the world more than he? What are car-drivers compared with pedagogues, or engineers compared with schoolmasters? From the teacher's brain come the materials for work, all fashioned and moulded for effective action. But notwithstanding all this, who ever heard of a "teachers' strike," or a secret organization named "The Knights of the Spelling-Book?" It would surpass the wildest dream of the poet's imagination to suppose that any considerable number of teachers had banded together in a compact so strong as to stop teaching at the instant when ordered by a superior officer, only to resume as quickly when the order was given. Why is such an organization so utterly inconceivable? Simply because teachers are too intelligent to be so led. Brain workers will never organize for a strike. They have organized, but it is for the purpose of finding out how they can increase the quality of their work. Its quantity can neither be augumented nor over-estimated. There are thousands of wrongs they bear rather than fly to those they know not of, for they know that the one disease at the root of all the ills of their lives will be cured when men come to appreciate the thought-producing power of the world. The land without the schoolmaster is the land without work.

MANNERS are not morals, but they are very closely connected with them. A person of good moral character may have careless manners, but not often, for politeness is the essence and soul of morality, and a really impolite person cannot be a good person. Politeness cannot be learned in a ball-room, or taught from a book. It comes from the deep fountain of the human soul. It is often said to pupils: "Be polite," meaning, "Be mannerly." The old command was, "Mind your manners." "Make your manners." That was the right idea; but when a pupil is commanded to be polite, he is told to cause the impulses of his nature to be moved by instincts of helpfulness and kindness. A society smile is full of hypocrisy, and often covers up the depth of its selfish motives. A polite teacher is one who is the most sympathetic and helpful teacher. A polite pupil is one whose motives go out from, not into, himself. A polite education is the best education a human being can receive. Latin will not give it. Greek has not got it. It doesn't live with mathematics. It's God-given, and came from, and goes to, heaven.

MANY of the fancies of childhood are created only to be soon destroyed. Sooner than we could wish, it is learned that there is no man in the moon, and no such a being as Santa Claus, that Jack Frost does not draw pictures on the windows, and the stars are infinitely distant. Even when children are old enough to read "Robinson Crusoe," and learn from the primary history about Pocahontas, it is only to be soon told that such persons never existed. One after another the beliefs of early life are brushed away, and the world is a bare and stern collection of hard facts. The other day we read of a little girl who had been brought up to believe in the kindly generosity of that mysterious, large-hearted philanthropist, Santa Claus. As the time for his coming approached last year she began to be very curious about him. She asked so many childish questions that, finally, her mother told her there was no Santa Claus—that he was only invented to please little boys and girls. The little darling burst into tears. It was a terrible revelation—almost as bad as telling her that all her friends and relatives had been killed. The poor little thing cried as if her heart would break. She was not accustomed to have her idols so ruthlessly destroyed. Finally she said through her sobs: "*Mamma, and is Dod, too, only made to please the little girls and boys?*

A lesson can be drawn from this and similar incidents which teachers will not be slow to learn. Among them are these: Children should not be told fiction as though it is reality. The first lesson in unbelief is learned as the little girl in the above story learned it. Fairy stories should be told as fiction, and the line be sharply drawn between what is real and what is imaginary. Never break the faith of a child in what is told. The first step in a downward course, in thousands of instances, commenced when the child first awoke to the fact that what was taken as truth is a lie.

History is full of truths more wonderful than fiction. Science abounds in miracles upon which the young learner can feast his eyes and thoughts. There will be no regrets following the learning of what is wonderful, but true. Stick to the truth, but teach it as truth! Tell the myths, and fables, and tales of imagination, but tell them as imagination. The whole world is filled with creatures of pure fiction, and they have their use. Poetry is the music of the imagination. Children delight in it on this account. It will do them good so long as they know it is not real.

THE DEVIL'S FOOTPRINTS.

Somewhere in Connecticut there is a rock bearing the impression of a human foot. It was believed by the early New Englanders that there once dwelt thereabout a devil that went about on one foot and one hand, in a hell or lake of fire and brimstone, and by stepping on rocks heated to softness, left this impression. There are similar rocks in Eastern New York; in fact, such footprints are not uncommon in various parts of the world. One is found on a mountain in the south, and another on a granite boulder in Arabia. Whether these are veritable impressions of Satan or not it is not our purpose to discuss; it is enough for us to know that the devil's footprints have been quite numerous all along the track of the centuries. The pages of history are full of accounts of their appearance. However, much as may be sceptical concerning the devilish origin of the rocky footprints, there can be no doubt concerning the Satanic nature of historical impressions. Here the cloven foot is too plainly visible to admit of any dispute.

More recently the streets of Chicago contained distinct marks of his presence when the anarchists threw bombs of nitro-glycerine among the police. Here his presence was distinctly proven by his acts and voice. He has recently written and spoken in New York telling the workingmen that if a man deprives them of land—their rightful inheritance, he should be sent to hell. He further counsels them to "make no compromises, and leave nothing to arbitration. *Any means to secure your rights are justifiable.*" He holds up to them numbers and says, "there are fifty wage workers to one monopolist. What can monopoly do if united labor resolves to have its rights?" He becomes more bold and declares that "vested rights are of the devil and should be abolished." In all his work the devil suppresses himself, and appears in the person of a "reformer" through whom he speaks, and whose actions he controls. This is his established way of acting for if he should appear in his own personality, the sight would be so disgusting no one could avoid the utmost abhorrence.

Do teachers ever see the devil's footprints in the school-room? Is his record ever apparent in the proceedings of Boards of Education? Is he known by ways that are darkness and vanity when personal and pecuniary interests demand the removal of certain text-books and certain teachers? The honest record of ten thousand teachers would answer this question in a way most positive. There is no question but the devil has had much to do with school work for many years. It has been a field in which he has reaped a good harvest.

What shall be done to turn out the devil and all his imps. There is one thing he and all his, hate with devilish hatred:—*It is horizontal and perpendicular honesty.* Honesty of purpose and motive and action, will reconstruct the whole framework of human society, and make the administration of our school system satisfactory to the best men and women connected with it.

All teachers of true and pure lives will work with might and main to bring in the era of universal honesty. It is coming. The fight may be long but the end is decreed.

There are some who believe that the devil is about foreclosing an old mortgage he holds on this world. That he has one the records of time show; but it was fraudulently obtained, and it can't be pressed for payment. Honesty has a clear title to this planet, and all usurpers will be, sooner or later, turned out to inhabit the moon, or some other inhospitable satelite, for—

> "Right the day will win,
> To doubt would be disloyalty,
> To falter would be sin."

GIVE GOOD TEACHING A CHANCE.

THERE has been legislation enough for poor teachers and poor teaching. Give the good teachers a chance! The testimony of countless good teachers has been uniform in this respect. When asked, "Why don't you do better work?" "Why don't you use the methods taught in normal schools, and advocated by educational periodicals and books?" The answer is, "We cannot do it. Look at our course of study. In three weeks, or months, these children will be examined. We have not one moment of time to spend in real teaching!" No wonder that teaching is a trade and not an art! No wonder there is little or no demand for books upon the science and art of teaching, such as "Payne's Lectures," etc. The demand fixed by examiners is for cram, and not for an art; and so long as the demand exists, so long will the teacher's mind shrivel and dwarf in the everlasting treadmill that has no beginning or end, and the more it turns the more it creaks! So long, too, will this tinkering of immortal souls go on! Teachers often complain of their social position, their salaries, and the lack of sympathy in the public. "The fault," dear teachers, "is not in our stars, but in ourselves, that we are underlings." Instead of stubbornly standing, and obstinately denying that there is no need of reform. and that all so-called new methods are worthless; let us honestly, earnestly, prayerfully study the great science of teaching. Let us learn, and courageously apply the truths that shall set us free; and the day will soon come when he teacher will lead society, and mould opinion.

IT is said there is a probability that "Boss" McLoughlin will be placed on the Brooklyn Board of Education. We agree with the *Tribune* of this city in saying that "if this is done it will be time for all honorable and high-minded members of the Board to resign." We have educational "bosses" enough now, and we hope the profession will not be saddled with any more.

IN Boston for every school they have seven saloons. There is annually spent for liquor $9,000,000 more than for their schools. They have one church to every 1,756 persons, one preacher to every 873 persons, one saloon to every 36 persons. The rum business costs Boston $51,000,000 annually, making widows of wives, orphans of children, criminals of the citizens—forgers, libertines, and murderers of the people. Taxes have increased 80 per cent. on account of the saloons. It seems to us, in view of these facts, that it is about time for Boston to dispense with this expensive and death-producing "luxury."

THIS year in this state the distinction between the public school teachers and academic and college teachers will be more sharply drawn than ever before. The New York State Association and the Convocation of the Regents will meet at the same time and at extreme ends of the state, one at Niagara, the other at Albany.

AS the majority of our readers will not be in the school-room from now to the first of September we shall omit our "School-Room" department, except in our special number, until that time and fill the space with thoughtful articles for cool digestion during the hot vacation weeks.

INFORMATION of interest to those going to the N. Y. State Association will be found on another page. Tickets to Topeka *via* Niagara Falls, will permit the holders to stop over, at least one day.

THE report of a recent conference with Hon. A. S. Draper, State Superintendent of the State of New York, published in another column, will be interesting to our readers in all the states, but especially to those in this state.

THE Cincinnati Board of Education has refused to re-elect Superintendent Peaslee. We fully agree with the *Ohio Educational Monthly* in saying that, "Dr. Peaslee is one of the strong school-men of the country, but that makes no difference to the average board member." But it does make a difference to the "average board member," to which political party the candidate belongs. We have a strong suspicion that politics had a good deal to do with the rejection of Dr. Peaslee and the election of Dr. White, and we are sorry that so distinguished an educator should consent to become a tool of faction. When such eminent examples are set, what can the ordinary school board and teachers do but follow? If Dr. White sets an example of place-seeking and wire-pulling, what can we expect from the small men and women who are supposed to be more open to business and political influences?

A MORE delightful route for a summer trip can not be imagined than that over the Baltimore and Ohio Railroad, from New York, westward by way of Baltimore and Washington. The places of greatest interest and the most beautiful scenery lie along this route, while the comfort and convenience of the sumptuous palace cars leave nothing for one to do but enjoy it. The time was when a journey from New York to Cincinnati was a most tiresome undertaking, but in these days of traveling luxuries it is as delightful as a fairy dream. In the midst of home comforts one can feast his eyes upon the picturesque views of the Blue Ridge and Alleghanies and the historic scenes of the Potomac. To the teacher who has been unsparing of his energies in the many requirements of his high calling, such a trip is absolutely essensial to his recuperation for the next year's work. But the smallness of his purse makes the choice of a route a matter of great importance. We have no hesitation in saying that over no other can one's hard earnings be more profitably expended than the one described.

ALL persons expecting to join the teachers' excursion to the National Association from this city and vicinity, are requested to send their names to this office at once. This is necessary in order to secure transportation at the prices named.

DR. Peaslee, of Cincinnati, would make an excellent commissioner of education. His many contributions to the cause of education, place him in the fore front of American educators. President Cleveland would make no mistake in appointing him to the head of the Bureau of Education.

AT Tomkins Cove, N. Y., within a short distance of the famous Stony Point, is situated the *Vaughn Teachers' Rest*. It is a delightful retreat, in every sense a rest where tired teachers can find pure air, good board, and a pleasant home, and where prices are such that even teachers of small salaries can afford them.

The Rest is about forty miles from New York city, on the west side of the Hudson, commanding an extensive view of that noble river. To spend a fortnight beside the picturesque Hudson, to watch its life of craft and steamer, its effects at morning, at mid-day, and at dusk, to have the surroundings of a home presided over by a lady of culture and wide experience, is to forget all the burdens of the year, and to take new life and cheer into one's being. Tired teachers who are seeking such a rest, should address, Mrs. E. M. Marchant, Tomkins Cove, Rockland Co., N. Y.

THE general term of the Supreme Court at Albany has decided that Miss Kate Stoneman, of that city, is not entitled to admission to the bar under the law of this state as it now stands. This decision is based on the ground that the right to practise law is limited to men by the express words of the statute. A bill to abolish the distinction of sex in this matter has promptly passed the Assembly by an overwhelming majority. It ought speedily to become a law. In reference to this action, the *N. Y. Herald* says: "There is no more reason or justice in excluding women from the legal profession than there would be in closing to them other professions or callings which were at one time monopolized by men. This view has been taken by nearly half the states in the Union, and they have accordingly removed the sex disqualification for admission to the bar.

"Moreover, it is a serious question whether the exclusion by a state of women from the practice of law is not a violation of the fourteenth amendment of the Federal Constitution. It is true the United States Supreme Court has once decided this question adversely to the claims of women. But that was one of the early decisions in which the court started out on an erroneous line of interpretation which would have annulled the amendment, and a line which it has since completely abandoned."

THE New Jersey State Reading Circle is proving a remarkable success. This comes from two causes, a good plan and an able leadership. The outline of work was thoroughly discussed, and is now enthusiastically followed. The result is that in some towns all the teachers have been enrolled as members.

THE diagrams of the sleeping cars to be occupied by the excursion from this city and vicinity to Topeka, are at this office. Berths can now be secured. First come, first served. It will make no difference over what road the car runs, the berths now engaged will be secure until the car reaches Topeka.

WHEN and how do you expect to spend the summer? The answer to this question has a very important bearing upon the character of your next year's work.

THE clergy have undertaken to solve the problem of work and wages, and not always with good logic. One has declared it necessary that the workingman have his food at cheaper rates! The farmers tell us that they are near ruin now because their products cost more than they can get. Rev. Dr. Hitchcock, President of

the Union Theological Seminary, in his address to the alumni on "Christian Socialism," used these words, in which the whole subject is stated:

"Character always decides a man's condition. A man of character will rise above the circumstances in which he is placed. The greater part of poverty is culpable. Annihilate whiskey, and you almost annihilate poverty. The industrial classes should be taught how to be economical. The American laborer spends three or four times as much as the one in England or Germany. The laborer should share in the profits of the production, but not in the direction of the capital employed. Arbitration cannot be successful to any great extent in settling differences between employers and their employees, because it involves the surrender of the liberty of both parties. Beside the welfare of the individual, the common weal must be looked after. It is possible that in the future, restricted immigration may be necessary for this country. Labor is weaker than capital, hence legislative protection is necessary. Eight hours are enough for a day's work, but the question of how much shall be paid for a day of eight hours remains to be decided. The work of women and children should be protected by limitation. Stock corporations should be restricted. Watering stock should be the shortest way to Sing Sing. A man who goes to Albany to use money in influencing legislation should be shadowed as a burglar. Education should be compulsory enough to make every child capable of being a citizen, for he may be called on to carry a musket in defence of the government, and if he is not educated he may carry a revolver and use it against his country, instead of in its defence. The Slavonic bomb at Chicago last week has saved us now, as the shot at Sumter saved us a-quarter of a century ago."

THIS speech of Gov. Abbett of N. J., at the reception given by the Newark Technical, or Industrial School, is too good not to be circulated everywhere. He said:

"This Technical School does not merely exist as a state institution, or a city institution, for it first arose out of the liberality of the citizens of Newark, who believed that the boys and young men who were compelled to work all day in the shops and factories should have a chance to get an education at night that would be practical and fit them the better for their duties. I have the most profound respect for the young man who can work all day and when tired out at night is willing to go to school to learn that which shall fit him to rise to a higher position by his own efforts. I am sure the people of this community do not appreciate this school as they ought. If they did there is not a hall in your town that would be large enough to contain the men who wish to honor the boys who labor in shops all day and yet are willing to study all night to fit themselves for something better and higher. This school does more than give a boy a mere education. It trains his mind, his hand, his heart It teaches him obedience to authority, obedience to law. It is time that we should have such education. It is time that we should learn to stand by the institutions of the country. We want an education that will make an anarchist or a communist a man whom the workingman will shun with horror and disgust. We want to educate the workingman to be obedient to law. The boys in this school learn that. They will learn that it is only the spawn and off-scouring of another country that ever attempted to engraft upon our land the ideas of anarchy, revolution, and communism. We want a broad and liberal education that will teach our young men habits of industry, that will teach them how to apply their ideas to their work so that they can bless themselves and those around them."

THE beautiful trees, flowers, and grass, the inspiring views from the grand old mountains, and the fresh, pure air, giving new life to the blood, and new health to the whole body lead us to worship the God of Nature at this season as at no other time during the whole year. It is good to live in such a season as this. We can say with Lowell:

> "'I care not how men trace their ancestry,
> To ape or Adam; let them please their whim;
> But I in June am midway to believe
> A tree among my far progenitors,
> Such sympathy is mine with all the race,
> Such mutual recognition vaguely sweet
> There is between us.'"

THE people of Niagara Falls are taking much interest in the coming convention. They have engaged the New Opera House for its sessions, provided entertainment at low rates, and other arrangements for the pleasure and comfort of their guests.

Parties are being organized for Topeka to come together at Niagara Falls and leave after the close of the state convention. Special privileges are promised. Persons buying through tickets by the same route can stop over at Niagara, and join these parties there. Further information can be obtained by addressing the president or corresponding secretary.

SUPERINTENDENT BARRINGER of the Newark schools, who is doing much grand, good work in that city and who never stood so well as at the present time, has just issued his annual report for 1885. It is full of meat. Mr. Barringer has just been honored by Princeton College, with the degree of A. M.

THE stand taken by Amherst College in reference to term and annual examinations is deserving of great praise. *"At Amherst examinations exist only as a penalty.* Students are promoted at the end of the year upon the explicit statement of each professor that they have been satisfactory in every subject and every part of a subject taught by him. If the professor cannot report this, the student has to be reëxamined in whatever he has failed, at the beginning of the next year. To meet the requirement of the rule, frequent written recitations are employed by some of the professors; but these come so frequently as to distribute the pressure over the whole year. There is no cramming at Amherst, and no getting through "by luck." This is the testimony borne to the efficiency of the system by the students themselves, and not least by those who come from other states and are free from local prejudices.

A TEACHER in the Lawrence St. School, Newark, N. J., gave to her pupils—lowest grammar grade—the following words to be used in statements: *Livelong, squirrel, agile, haughty, wholly.* In less than ten minutes Nellie Honeyville (colored) presented the following:

> The *shepherd* works the *livelong* day attending to his sheep,
> The *squirrel*, so *agile* at his play, has seldom time to sleep,
> The *haughty* butterfly doth say," These flowers are *wholly* mine;"
> The bees make honey all the day, and never stop to dine.

COL. PARKER'S SUMMER SCHOOL.

A large number of teachers, principals, and superintendents urged Col. Parker to hold an institute. He proposed to rest, but the pressure became so strong that he succumbed. The time is not the best, as it begins before most schools in the north close. The country schools in Illinois and the schools of the south will furnish most of the pupils.

This summer school is the cheapest on record—only *seven dollars* for *all departments*—far too cheap. Col. Parker proposes to take two lines of work—one elementary, in methods and devices; another in advanced work, in psychology and pedagogics. Mrs. Parker will give lessons in the Delsarte system of expression and elocution; Mr. Frye takes geography, with technical drill in drawing and molding. Mrs. Straight will give instruction in the work that has done more for Col. Parker's school than has anything else; to wit: the teaching of elementary science as a means of teaching reading, language, number, and writing. The manual training shops will be open all the time; Mr. Fitz will give lessons in elementary physics, with the art of making apparatus to illustrate experiments. E. Schwartz, who has had charge of the wood and pasteboard shops at Normal Park during the past year, will aid any one desirous of taking lessons in manual training. The lectures upon kindergarten work will be delivered by Mrs A. Putnam. The last week of the summer school Mr. A. G. Lane, the very efficient superintendent of Cook county, will have full charge. To the corps of teachers for the first two weeks will be added: O. T. Bright, one of the most promising teachers of the West, Miss Belle Thomas, well known to all readers of the JOURNAL, Mrs. Young, a famous teacher of history and geography, and Hosea E. Holt, one of the best teachers of vocal music (to little children) in the world. N. A. Calkins, president of the National Association, has promised to stop and lecture once or twice, and Superintendent McAllister has more than half promised to lecture. The practice school will continue from the close of the school (June 17) three weeks; the kindergarten will be in session every day.

A number of the professional training class of Col. Parker's normal school will remain and assist the regular teachers in technical work. Anyone who chooses can enter the school in June without extra expenses. Board at the hall is $5 per week. Good board can be obtained in private families. Several railroads will bring pupils to the school grounds—Rock Island, Eastern Illinois, Western Indiana, R. Road from Louisville and Nashville. Eastern Illinois also has a line from Louisville. Chicago and Atlantic goes through Normal Park. Within three-quarters of a mile are Lake Shore and Michigan Southern, Pittsburg and Fort Wayne.

All persons desiring to enter should apply at once, and all on their way to Topeka should stop a week or more in cool Chicago.

THE WESTERN SUMMER SCHOOL OF PRIMARY METHODS.

This school is under the charge of that well-known teacher and kindergartener—W. N. Hailman, of La Porte, Indiana,—and will be located this summer at Grand Rapids, Michigan. The object of this school is to bring the advantages of improved methods of primary instruction within the reach of every teacher. Teachers wishing to acquaint themselves, theoretically and practically, with these methods, will here find the opportunity of doing so at a small expense of time and money.

All this work will be arranged so that the teacher will be able to carry with her abundant suggestions, plans, and divices for immediate use in the school-room; and opportunity will be given, in all departments of work, to see the principles applied to practice in a model kindergarten and primary school The school is divided into six departments.

The department of pedagogics and psychology will offer sixteen lectures on the following subjects: Man, the Cosmos, and God; The Growth of Thought, Feeling, and Will; The Training of the Senses; Attention and Interest; The Laws of Mind; Language and Action; History of Pedagogy; Frœbel's Educational Scheme; The New School.

In the "Frœbel" department there will be offered in daily sessions, systematic instruction and practice in the use of clay for lessons in form, color, number, and drawing—six lessons; paper folding, cutting, and pasting for lessons in form, number, measuring, and drawing—six lessons; beads and blocks for lessons in number—four lessons; splints for lessons in form, number, and measuring—four lessons; daily observations in a model primary school, taught in accordance with these principles and with the help of these things.

The department of drawing will be in session daily from 8.30 to 10.30 A. M. The students will receive careful theoretical and practical training in drawing, and methods of drawing for primary school work, in accordance with the following plan; object drawing, elements of geometric construction and their application; solids—their apparent and real forms, their sections and projections; experimental perspective—perspective, the laws of vision, and in the representation of objects and visual phenomena; embracing the active, light, and color impressions. Ornamentation—free curves, general and and special laws of the beautiful, geometric design, plastic decorative and finishing forms, the line as the element of motion,—surface, that of repose, Practical work—tracing of the tracks of curves through fixed points, surface representation (graduating), practice with compasses and the straight edge.

In the department of music, Prof. Tomlins will deliver a number of lectures on the philosophy of his methods of vocal culture with little children. Miss Nash—Prof. Tomlins's first assistant in his remarkable work at Chicago—will give twelve graded lessons in the use of the Sol-Fa methods, and Delsarte breathing and gesture exercises in primary music.

The department of English language will offer a systematic presentation of full courses and methods of primary reading, writing, and language lessons, on the basis of the principles announced by Pestalozzi, Frœbel, and Diesterweg. It will include full directions for blackboard work, and for the making of collections of things in the preparation of children's vocabularies.

The department of the kindergarten will offer to kindergartners and others the preparation of complete schools of free-hand weaving and cardboard work and daily observations of the work in a model kindergarten with critical discussions.

To those desiring to fit themselves for primary work this school will afford peculiar advantages of great value. No man in the country is a more scientific and philosophical teacher of the kindergarten methods, and everything connected with them than Dr. Hailman.

THE BOSTON SUMMER SCHOOL OF ORATORY.

The leading objects of this school is to call together in earnest council students of the new philosophy of expression for an interchange of ideas. To present for consideration the latest phases of the thought and work of such eminent thinkers as Spencer, Darwin, Delsarte, Mantegazza, Duchenne, Legouvé, and Lemoine. To present the latest deductions of modern science bearing upon a synthetic philosophy of expression. To attempt to determine a common ground upon which all who teach the Delsarte system may stand. To establish an agreement in the statement and nomenclature of principles underlying the science of expression. In a word, to lead the way to a

broad and catholic consideration of the whole subject.

The Boston school of oratory was established in 1873 by Prof. Lewis B. Monroe, a teacher of broad culture, experience, and enthusiasm. Upon the death of Professor Monroe in 1879, Professor Robert R. Raymond, the eminent instructor and interpreter of Shakespeare, succeeded to the principalship of the school. In 1884 Professor Moses True Brown assumed the position and duties of principal of the then well-known and well-established Boston school of oratory.

With such teachers at its head, it is believed that twelve years in the service of the science and art of expression has made good its claim to leadership in schools of its class in America. And its present principal assures the constantly increasing number of students of expression throughout the country that it will be his constant aim and ambition to sustain the enviable reputation of the school for thorough and systematic instruction and training in the speech arts. To this end, the principal gives two and often three hours of regular instruction each day, assisted by a corps of working teachers, thoroughly convinced that the best interests of the student are served by the work of the regular teachers, but few lectures, and those bearing directly upon the work, are given during school hours.

The objects proposed by this school are:

To substitute simple, natural modes of expression for the faulty delivery which so universally prevails in the reading circle, the college, the public school, in the pulpit, on the platform, and the stage:

To establish a system of teaching, founded on exact knowledge and experience, in place of the empirical methods which have brought the study into such wide disrepute among educators:

To send forth, year by year, teachers, dedicated to this work and thoroughly equipped for it; and to supply our colleges and public schools with teachers of refinement and culture fitted to teach this most difficult art:

To advocate among educators and before the people the doctrine that the study of elocution should be, not partial, but *universal*; that it may resume its lost place in the instruction of common schools and that the time may come, when so far from being regarded as the heritage of a gifted few, the art of reading intelligently and correctly may belong to every boy and girl in the land:

To impart such a thorough knowledge of the structure of the instrument of the human voice as may lead to intelligent methods of training this wonderful organ, and thus not only increase its power, but furnish the best security against those diseases of the throat which cripple the usefulness of so many speakers, especially clergymen:

And finally, to induce ladies and gentlemen of leisure and æsthetic tastes, who have no professional purpose in view, to enter a course of study, which, while eminently conducive to bodily health, shall add a valuable result of personal accomplishment; for we believe the art of expression to be the culmination of individual culture; the flower with the perfume in it, growing out from root and body of the material sciences.

The school is located in the Congregational House, No. 7-A Beacon street, in the very heart of the city, and occupies Pilgrim Hall and adjacent rooms. It is within three minutes' walk of the Common, State House, and City Hall. It is well lighted and heated, and is made easy of access by an elevator.

The faculty of instruction for the summer term are as follows: Moses True Brown, M. A., the synthetic philosophy of expression; Professor Hamlin Garland, lecturer and teacher of English literature and dramatic criticism; Miss Minnie M. Jones, teacher of the Delsarte system of gesture; Professor Amos E. Dolbear, M. A., acoustics of the voice.

The first morning period will be given to the discussion of the Delsarte theories. Teachers are especially invited to present their views. This period will be followed by a practical drill in the Delsarte system of gesture. In addition to the regular instruction and the practical talks of the principal, there will be presented on successive Mondays and Thursdays a program of rare excellence by the following well-known teachers, readers, and lecturers:

Hon. John D. Long, Abraham Lincoln; William J. Rolfe, A. M., Shakespeare: The Man; George Riddle, Shakespeare's "Tempest;" George Lansing Raymond, the value of technique; Howard M. Ticknor, miscellaneous readings; J. W. Churchill, miscellaneous readings; William R. Alger, the place and power of personality in expression; Hamlin Garland, Edwin Booth as a master of expression; Mrs. Harriet Webb, miscellaneous readings; Nella F. Brown, miscellaneous readings.

In addition to the foregoing there will be a department of literature under charge of Professor Hamlin Garland, who has prepared a special course of lectures on American thought, treating of the leading phases of our literature from its inception to the present time.

This school has a high character and will prove a great benefit to any who attend and heartily enter into its methods and spirit. We know our readers will thank us for giving them a full account of its character and plans.

DISCRIMINATION.

By Solomon Sias.

More teachers fail in securing good order in the school-room through lack of discrimination in discipline than through most other causes. It is for this reason cast-iron rules are so detrimental—they allow no discrimination in their application. Children have a very delicate sense of what is right, and many a teacher has fallen into disrepute with them through his failure to discriminate between an accidental and an intentional violation of law, right, or propriety.

I had a teacher who, in the main, was very capable, who was ambitious to attain a higher position, but who seemed to lack good discrimination. He wished to have good order in his room and laid down some rather arbitrary rules, and sought to enforce them in a more arbitrary manner. He failed to distinguish between an accidental violation of propriety and an intentional violation of right. He would punish each with similar severity and with a similar kind of punishment. The children learned to hate him, would sneer at the mention of his name, and it finally required some stringent measures to prevent coupling his name with terms of childish dislike.

The fault was not so much in his rules as in the administration. So is it with many others. We must look carefully at the person, the manner, the apparent intention. A look, a slight motion, a kind word is all that is usually needed when there is a violation of some conventional propriety, some school regulation, or when some accidental disorder occurs during school exercises. A pupil that evidently means to misbehave requires summary and it may be severe punishment both for his own good and for that of the school, but the average teacher punishes ninety-nine that are really innocent as well as the one really guilty.

MANUAL TRAINING.[*]

By Col. F. W. Parker.

The mechanical age in the evolution of our school system is merging into another age, which may be perfectly styled the age of panaceas. Very intelligent humane people propose to cure certain evils in society by the application of some special branch of study or particular exercise in the school-room. Intemperance is to be prevented by text-books upon physiology with a special reference to alcoholic liquors; inefficiency in servants to be cured by introducing sewing and cooking; drawing was introduced that a crop of skillful designers might be turned out, and now manual training has come with its demands for a place, urging for its plea, better makers of chairs and tables.

This faith on the part of the people that grave defects in society can be cured in their common schools is a grave indication of the immense progress popular education has made in this century. The discussions which lead to the introduction of a new branch have an excellent influence upon education; but there is a questionable side to these panacea propositions. Five hours—fifty pupils—reading, writing, arithmetic, geography, history, science, drawing, sewing, physiology, gymnastics, music, manual training, etc. ! ! Pelion upon Ossa!

The tendency has been to isolate each branch, for each branch must be examined separately; the text-book is the refuge for the quick results demanded, and more cram has generally been the result of the introduction of every additional study. True, sewing, drawing, and manual training cannot be crammed, but the time taken by these things is taken from the regular studies, and therefore often looked upon very unfavorably by teachers who wish to stand high in examinations. *No work or study can ever be of much use unless it is loved by the teacher.* Foisting studies upon schools by legislation has generally had for its most prominent results, a dislike for the new subject by both teacher and pupils.

The mechanical age seems to have been an absolute necessity to the development of free schools, and the panacea plan points directly to something infinitely better; it points toward the solution of a problem which may be presented in this way: If a new branch of study in our schools will cure the terrible habit of intemperance; and if manual training will cure a very bad tendency in society, what branches and what work will cure *all* the evils in society? The answer is not far to seek. Perfect character in each individual means a perfect whole, a perfect society, and a perfect government. This is purely ideal—an ideal beyond human possibly of perfect attainment, and still it is the highest goal of all human striving; the most effective striving is governed by this—the highest aim and end.

The panacea plan is presented and promoted by an enthusiastic party whose aim is legislation, vainly supposing that new legal impositions are sufficient to cure existing evils. But, as has been already intimated, the immense danger which stares us in the face is the thorough disgust these new branches may induce in both pupils and teachers. The intrinsic value of the branch will not be tested, and the new intruder will be dismissed with the verdict of failure, which may be effectual in preventing a new trial.

Manual training is the latest panacea; it has aroused the strongest enthusiasm and formed the strongest party of any and all the other panaceas together. Next to the miseries of intemperance, the evil manual training proposes to cure is, perhaps, the greatest, shiftlessness, laziness, and lack of skill. Out of the millions of wage and professional workers, from the ditch-digger, the floor-sweeper, clear up through every grade of society, there are comparatively few skillful, trustworthy workers; workers who put their brains into their work, who can be trusted to do their work without watching. Manual training is proposed to remedy this deplorable state of things, and it seems to be the most reasonable proposition in this direction which has yet been made.

Legislation is fast doing its work—the teachers must do theirs, or the experiment will surely be a lamentable failure.

While many teachers have welcomed manual training with great enthusiasm, others dismiss it with a few chosen sentences, sometimes ycleped arguments.

Dr. Dickinson, the secretary of the Mass. Board of Education, read a paper at the late National Superintendents' Meeting in Washington, which was directed against the introduction of manual training in our common schools.

The distinguished educator presented his well-known argument in favor of development by means of objects and observation. No one ever presents the aim and the means of teaching in a clearer light, long practice in the formation of principles has given him peculiar power in making lucid presentations of thought.

He put aside the wrong notion that manual training should be used in common schools for the purpose of learning trades or earning bread and butter, and he agreed with the better judgment that every branch of study or work should be used for all-sided mind and soul developments. So far, so good. Then came his arguments (*sic*) against manual training.

"The use of tools is imitation, therefore of no educational value."

"Manual training has no value as a means of developing moral power."

"All the manual training necessary (*sic*) can be found in making apparatus to illustrate the teaching of physics."

The writer, no doubt, has not quoted the exact words of the essayist, but he is quite sure that the thoughts are accurately given. The above are all the arguments presented by the learned doctor. A successor of Horace Mann meets the urgent demands of many thinking men and women in this Republic with such arguments, and presents them to the most influential organized body of educators in America! Is it a matter of wonder that the schoolmaster has so little direct influence in this country, when the chosen few answer this all-absorbing question with such shallow reasoning?

It may be that manual training should not be introduced at this time, or at any other time into our common schools, but if this be true, then good, sound, unanswerable arguments should be presented to the School Boards that are hastening to legislate hand-work into schools. Dr. Dickinson should show clearly that the expression of thought in the concrete—that all building, making, moulding, modeling—all construction of machines or inventions never had nor ever can have any educational value; that expression of thought by symbols alone really educates, that the reason why the

[*] Manual Training, the Solution of Social and Industrial Problems. By Charles H. Ham. Harper & Brothers.

graduates of Oxford stand so far above Watt, Fulton, Stephenson, Franklin, and Goodyear is because they were educated by expressing thought in words—while the latter were confined to concrete realities—to the construction of conditions for eternal laws to act.

I do not propose to discuss in this paper the principles and purpose of manual training, but to urge the fact, that all thinking teachers are called upon to investigate this question of manual training and its value in forming the characters of their pupils, and if it has a value which can be applied, if it is an indispensable factor in development, then every honest teacher is bound to use it.

No man in America is better prepared to give us the last word upon manual training than is Dr. Dickinson; he is a radical of the radicals in the method of investigation, and it is difficult to conjecture why his scientific method of investigation has not extended to this important subject,

Many excellent means are at hand for the study of manual training. Charles H. Ham, of Chicago, who has a wide-spread reputation as a writer and thinker, has been for years a foremost advocate in the West for manual training. He discussed the subject at length in the Chicago *Tribune*, until he succeeded in bringing it before the Commerical Club—a body of men unequalled in the possession of money and brains. The Commercial Club built and established the Chicago Manual Training School.

Writing this book, devoted to a thorough discussion of manual training in all its phases, was a work of love with Mr. Ham. He is no advocate of the panacea plan; believing with all his heart in the intrinsic value of manual training as an indispensable means of educating the whole man, his book is filled with the doctrine.

Mr. Ham deals with this exceedingly practical subject in a practical manner, which really serves to enhance the cogency of his reasons. The basis of his theme is a graphic description of the Chicago Manual Training School in full operation. He takes room after room, and class after class, pictures the room, the tools and machinery, introduces the boys, and presents clearly the methods and devices. No one should blame him for often trenching upon the ideal; he suggests many things that may some day be realized.

Each kind and phase of work described has its history; this in graphic outlines, with pertinent illustration, Mr. Ham weaves in with the hand of a master, skilfully showing the gist and joint of the whole matter—the use and power of the kind of hand-work described.

By induction Mr. Ham leads up through graphic descriptions and lucid illustrations to weightier matters. He discusses the intellectual effect of manual training, proving conclusively that two hours each day spent in hand-work enhances mental activity and power in the hours of regular study; he has an excellent chapter upon automatic and scientific education, two more upon the moral bearing of manual training and education and the social problem. Then follows a very finely written history of the manual element in educational bringing it down to the achievements of yesterday. It is perfectly safe to call a movement that made its first organized effort, "new;" and it also perfectly safe to say that all efforts hitherto made have been crude.

It is one thing to establish schools—the famous one which Dr. Woodward directs, or the one under the charge of Dr. Belfield in Chicago, and quite another thing to introduce the manual element into our common schools. It is comparatively easy to train two or three hundred boys of fourteen years of age or more, but what is to be done with the millions of all ages?

Mr. Ham has done the country an excellent service by presenting at this critical time a thorough discussion of manual training. It is a book for fathers and mothers to read as well as teachers, it should have a place in Sunday-school libraries—in fact it is a pioneer book leading us in a new and better way.

THE TEACHING OF PHONETICS.

HENRY SWEET, M.A., *London Journal of Education.*

The importance of phonetics for the scientific philologist has long been recognized, but it is only within the last ten years that people have begun clearly to recognize its value in the practical study of languages. This practical value of phonetics was, I think, first definitely stated in the preface to my Handbook of Phonetics: "If our present wretched system of studying foreign languages is ever to be reformed, it must be on the basis of a preliminary training in general phonetics, which would at the same time lay the foundation for a thorough practical study of the pronunciation and elocution of our own language, subjects which are totally neglected in our present scheme of education." This was in 1867. A few years later, Storm's *Englische Philologie* vindicated the claims of phonetics so successfully, that nearly all the younger generation of teachers in Germany have become converts to the new doctrine.

In England, on the other hand, it has made no perceptible progress. But the English Spelling Reform Association, although it has failed in its main object, that of interesting the general public in the question of phonetic spelling, has done much to prepare the ground, especially by bringing together those interested in the practical applications of phonetics. One of the most hopeful signs is the way in which the men of theory and the men of practice have worked together. Another good sign is the readiness with which the teachers and educationalists have welcomed the movement. This is indeed natural enough; for it is on the teachers that the burden of our present unphonetic methods falls. Every governess who has to teach a backward child to read, every schoolmaster who has to correct the defective and slovenly utterances of his pupils, their vulgarisms and provincialisms, must necessarily be an amateur phonetician. Even if he throws it up in despair, which he is very likely to do, the problem cannot be shirked when it comes to teaching foreign languages.

Many teachers, however, who are naturally well-disposed towards phonetics, are repelled by the supposed difficulty of the study. Now, there can be no doubt that the higher phonetics is a very difficult study; to recognize by ear and pronounce correctly all the thirty-six vowels of visible speech, to write down foreign languages in a minutely accurate notation—these are difficult tasks, even for the trained phonetician. But the elements are not difficult. It is commonly said that a little knowledge is a dangerous thing. Whatever may be the general truth of this axiom, it certainly does not apply to phonetics, for there is no science in which a little knowledge carries us farther. In proof of this assertion, I will now proceed to sketch a course of training which any teacher can carry out for himself without much trouble.

The foundation of all phonetic knowledge is a thorough familiarity with the sounds of one's own natural speech; for this alone gives a sound basis for comparison.

The first step is to learn to isolate each simple sound—to pronounce and recognize it apart from the accidents of position, environment, stress, quantity, etc. The learner should be taught to utter such a sound as "ng" initially with the same facility as medially; to drawl out such a diphthong as "ou" in out till he is able to utter its two elements separately without altering them, and so on.

The second step is to analyze the simple sounds, and get as clear ideas as possible of their relations to one another.

Let the learner utter FFF, VVV, (lengthened, without any vowel) alternately several times, till he feels the difference between the breathed F and the voiced V, and let him go through the same process with the other pairs, S, Z; TH, DH, etc.

The third step is to utilize the practical knowledge in evoking new sounds. Let the learner practice the transition between breath and voice, but in the inverse order: V, F.

Then let him substitute L for V, and with a little help from the teacher he will soon be able to pronounce the pair L, LH with perfect facility. The teacher will then be able to tell him that this "hissed L" is nothing else but that formidable shibboleth, the Welsh LL. He will then have no difficulty in deducing the parallel RH, MH, NH from the corresponding voiced sounds. So the simple exercise FFF, VVV proves the key to at least a half a dozen new consonants.

The fourth step, of course, is to learn to pronounce the new sounds fluently in combination with other sounds, which generally requires some practice.

The example of the Welsh LL enables us to dispose effectually of the common fallacy, that sounds can be learned by mere imitation, without any knowledge of their organic formation; for we all know that English people who try to pronounce the Welsh LL generally make it into THL, a compound instead of a simple sound, which, of course, is a mere delusion of the ear. Such delusions are, however, very frequent, and can only be obviated by an analysis of the mechanism of the sound.

* * * * * * * *

It is very important that the learner should have a clear idea of the phonetic peculiarities of his own language. Every language has peculiarities and defects of its own, some of which are sure to vitiate its speakers' pronunciation of almost every foreign language. The great defect of English pronunciation of foreign languages is the inability to prolong vowels without diphthongizing them. In fact, the pure close E and O of German and Italian do not occur in southern English. No one who has not tried can have any idea of the difficulty of teaching these sounds to ordinary English people. But when once learned, they are indeed things, not merely of joy, but of intelligibility, forever, in whatever language may be afterwards taken up.

But to make the teaching of phonetics really effective, a great deal more is required. The first and indispensable requisite is an organized system of training teachers. There ought to be professors of phonetics and modern philology at all our universities. Until such practical training is provided, it is of little use bringing out handbooks, for phonetics can no more be learned from books alone than music can. It must also be borne in mind that the science of phonetics is still in a rudimentary stage, many of its most important problems having been hardly investigated at all, especially those bearing on synthesis and sentence-structure. Such difficult problems as sentence-stress and intonation can only be dealt with by trained specialists, and until they have been so dealt with, the teaching of elocution and pronunciation must continue in a more or less unsatisfactory condition.

* * * * * * * * *

The next requisite is a phonetic notation. It is really hopeless trying to teach such a language as French with an orthography which clashes incessantly with the sounds it professes to represent. Our ideal must, of course, be a universal physiological alphabet, and therefore in no danger of being confused with it. Visible speech is, however, too cumbrous; and, as I have said on another occasion, I believe the best solution of the problem will be the introduction of a system of phonetic short-hand. Meanwhile, a great deal may be done by an intelligent use of the *viva-voce* method. In the first few lessons in a foreign language the pupils should not be allowed to look at their books at all, but should be taught entirely by ear, first sounds, and then words and simple sentences. Even when tolerably familiar with the ordinary spelling of the foreign language, they should have every new piece read over to them by the teacher before they see it in writing.

Of course, the younger pupils are, the easier and surer will be their mastery of practical phonetics. In fact, to very young children phonetics is merely child's play—it is an amusement in which they take the same interest as in games and gymnastics. It has, besides, the great recommendation of bringing out the faculties of observation and plastic imitation at the very period when they are in their highest stage of natural development.

THE SCHOOL-ROOM.

A BLACKBOARD EXERCISE.

BY WM. M. GIFFIN, A. M., Newark, N. J.

K	L	M	N	O	P	Q	R	S	T
1	2	6	4	8	7	5	0	3	9
2	9	4	0	6	7	5	2	3	8
3	7	6	4	9	8	5	0	2	3
4	4	8	6	0	7	9	5	3	2
5	3	2	9	6	0	4	5	7	8
6	2	8	9	0	5	4	6	3	7
7	8	6	0	4	3	2	9	7	5
8	0	2	8	7	4	5	3	9	6
9	3	9	2	5	0	7	4	8	6
10	4	3	8	0	9	6	2	5	7
11	5	0	7	6	8	9	3	2	4
12	8	6	5	7	4	2	3	9	0

Here is a good example for fourth and fifth year pupils. The figures in K column show the number of the tables,

To review 8's table, multiply it (8) by the numbers expressed on the same horizontal line with it; as 7 times 8 are 21, 6 times 8 are 18, etc.; or add each to B for addition, subtract 8 from each for subtraction. For miscellaneous review, add, substract, or multiply L by M column; as, to add, 2 and 6 are 8, nine and 4 are 13, etc.; to multiply, 2 times 6 are 12, etc. Again multiply L by M, add N, and subtract O, as 2 times 6 are 12, plus 4 are 16, less 8 are 8; nine times 4 are 36, plus 0, are 36, less 6 are 30. Have the columns added vertically, horizontally, and diagonally.

In all these exercises require both accurate and rapid work. A live teacher can find almost an unlimited number of exercises whether written or oral. Here are some good ones:

Multiply any of the colums, as T, by any number between 1 and 12, say 3; 3 times 9 are 27, 3 times 8 are 24, 3 times 3 are 9, etc.

Let the teacher take a pointer and touch different figures, the class adding mentally, and all at a given signal write the sum on their slates *at once*.

Let the number in any horrizontal line be the multiplicand, say the first line, viz., 1264875039. Now take the number in the second line from Q to T, viz.: 5288 for the multiplier. For exercises in numeration, have the pupils read the numbers in, say, L column; as 2, 9, 7, 4, etc.; then in L and M, as 26, 94, 79, etc.; then from L to N, as 264, 940, 754, etc, and lastly from K to T.

An excellent exercise to secure the attention of the class is, for the teacher to say, "I see 7953 (see 4th line from P to S) who can find it?" The first to raise his hand to take the pointer, pass to the chart (just such a chart with tables and names on the other side is published by A. S. Barnes & Co., N.Y.) or blackboard and point out the number as he reads it. The children are always delighted with this exercise.

Tell the pupils to write all the *nines* in a column and add them; all the *fours*; all the threes, etc. Each digit, excepting 1, is found just 13 times on the chart, hence the teacher by multiplying the digit given by 13, obtains the answer long before the pupils.

The following is good for teachers who have classes working in partial payments, and who desire to save a little time. Say to a class, "a note was given June 20, 1874, and was endorsed: October 2, 1874, February 29, 1876, May 23, 1876, December 11, 1876; what was due January 21, 1877?"

Now tell the pupils sitting on the right side of the desks that the face of the note was $12,000. The first endorsement, $2,304; the second $480; third $2,505; fourth, $2,264. Next give to the pupils on the left side one-half of each number, and the answer will be just one-half as large. While the full half of the example (finding the time) is the same, the second half is quite different and, therefore, no copying can be done. Those sitting on the left will have for the face of the note $6,000. First endorsement, $1,102; second, $240; third, $1,252.50; fourth, $1,132. The answers are $6,040 and $3,020. Of course, this holds true in any example in partial payments.

TABLE-TALK.

REPORT OF A CONFERENCE WITH STATE SUPERINTENDENT DRAPER OF NEW YORK.

According to previous appointment, the Principals' Council, of Montgomery County, were received by Supt. Draper, at the Department of Education, on Saturday forenoon of May 29. The members of the Council present were Com. H. K. Salisbury and Principals J. W. Kimball and J. G. Serviss, of Amsterdam, J. A. Swarthout, of Fultonville, C. N. Cobb, of Palatine Bridge, C. W. Wheelock, of Canajoharie, M. T. Scudder, of Fort Plain, and A. Hall Burdick, of St. Johnsville. Also Prin. J. Hotaling, of Port Jackson, was of the party.

The annual institute was the first topic of discussion. The Council requested that, at the institute, they might have Conductors Sanford and French for instructors, and that the time should be late enough to give the teachers in the rural schools the benefit of the law compelling schools to be closed during the time. Com. Salisbury stated that the law is often evaded, thus compelling teachers upon small salaries to attend the institute, if at all, at their own expense. He gave one or two cases to illustrate the point. Supt. Draper thought he would like to deal with such trustees, but added that there are two sides to this question. Trustees complain that teachers attend the institute but a part of the time, and draw pay for the full time. This is wrong. Both parties must comply with the law. Commissioners have no power to excuse teachers from any exercise of the institute.

The Supt. remarked that there are several things in our institute work, as well as in our school system as a whole, that need improving. "I have no idea that I am to work a revolution in these matters in a minute; but, if teachers will work in unison with the department, I think much may be done to make our institute more effective." The Supt. suggested two points seemingly to draw out opinions, which were quite freely given. The membership of most of the county institutes is too large for the conductors to reach all and make this work of the most benefit to the teachers. Would it not be better, where a county has more than one commissioner district, to have an institute in each district, instead of combining, as now, for one county institute? Then let the department send one of the regular instructors to take charge of the institute, and let the commissioner draw upon the teachers in the higher schools of his district to assist the conductor. These teachers will discuss topics and give exercises which have previously been assigned them, and which are a part of the course of work planned by the conductor, and under his guidance. This last suggestion did not seem to meet with general approval. It was thought that persons giving their time to the work, and receiving pay for their services, ought to prepare themselves to have something to say of practical interest to all, and to know how to say it.

The Supt. expressed himself as decidedly opposed to the bill allowing to schools in the larger places, optional attendance at the institute, and said: "You cannot make a good institute by taking out the best teachers. All schools should be closed, and all the teachers should be at the institute."

Upon the subject of rules requiring regularity of attendance at school, Supt. Draper remarked that this touches upon a great subject, and there are many things to be considered. Every citizen has certain rights in our public schools. But the *rights* of no one person give him the privilege of unnecessarily infringing upon, or injuring, the rights of others. Irregular attendance is an evil, but the school authorities possess the needed power to control and correct practices working to the injury of the schools. The Supt. did not seem to believe the adoption of a code of rules to govern such matters necessary. Decide each case upon its merits. Deal with individual cases, and if action is not satisfactory, let the case be appealed to the department, and thus build up a system of decisions for the control of the schools of the state, in place of codes of rules, differing for each school. If a pupil is out of school every few days, thus losing the benefit of the school for himself, and injuring the work of the class, send him home and require the parent to show sufficient reason for the irregular attendance. This is on the supposition, of course, that the teacher has the support of his Board. If a man should ask that his child attend school two days in a week and remain out the rest of the time, claiming it was no business of the teacher why, the school authorities could refuse permission; for the request is plainly contrary to the objects and best interests of the school.

Some rules were submitted to the Supt.—one by Prin. Kimball, that any pupil absent from school three whole days or six half days, shall be suspended for the remainder of the term, unless the parent give to the principal a personal excuse for such absence. Another, by Prin. Burdick, that any pupil absent from any session of school shall present a written excuse from parent or guardian for such abuses, as a prerequsite for admission to the school. In reply to the question, the Supt. stated that he saw nothing unjust in these rules. The "personal excuse" idea was quite popular with the principals; for, as it put the parent to some trouble, it would cause greater care and cut off unnecessary absence. It also gave the principals an opportunity, as the parents came to them, to do some of that much-needed educational work that is outside of the school and among the parents. Prin. Cobb submitted a rule that "Absence for more than ten per cent. of the time, for reasons other than sickness (to be stated in the excuse) shall be cause for suspension until all lessons are made up, or until the close of the term." The Supt. saw nothing to condemn, and thought an irregular attendance amounting to ten per cent. of the time was too great, and the work should be made up.

The principals were much pleased with their visit to Supt. Draper. If other than a school-man is to be at the head of our educational system, we could not do better. They left feeling that the Supt. is a friend to our school system; that school officers and teachers working for the best interests of their schools, will find in him a support, and not a hindrance; and that just rules for controlling irregular attendance, if honestly applied to individual cases upon their merits, will be sustained by the department.

IDLENESS is not rest. Change of work is recreation, provided the work be agreeable. Nothing should be done during a teacher's vacation that is not inspiriting. Hopefulness is full of helpfulness. It is easy to be sad and find fault, but not everybody can rejoice, be glad, and encourage the world. Vacation should inspire and re-vigorate.

"To thine own self be true;
And it shall follow, as the night the day,
Thou canst not then be false to any man."

READING CIRCLES.

THE TEACHERS' NATIONAL READING CIRCLE

Incorporated last year under the laws of this state, has been formed for the express purpose of aiding teachers in self-culture. It is now fully officered and will soon issue a large circular containing its courses of reading. The National Reading Circle is broad and liberal in its requirements and in full sympathy with the needs of the practical teacher. The educators of the country who are interested in its success and who believe there is work for such an organization are the following:

Dr. Larkin Dunton, Head Master, Boston Normal School; Robert C. Metcalf, Supervisor, Boston; Col. Thos. W. Knox, author and traveller, New York; E. N. Jones, Superintendent Schools, Saratoga, N. Y.; Miss M. S. Cooper, Oswego Normal School, New York; Thos. M. Balliet, Superintendent Schools, Reading, Pa.; Hon. Jas. W. Patterson, Commissioner of Education, New Hampshire; Chas. F. King, Manager National Summer School of Methods; Prof. W. H. Payne, University of Michigan; Dr. Homer B. Sprague, President Mills' College, California; Henry Sabin, Superintendent Schools, Clinton, Iowa; Chas. F. Carroll, Principal State Normal School, Connecticut; S. T. Dutton, Superintendent Schools, New Haven, Conn.; B. F. Wright, Superintendent Schools, St. Paul, Minn.; J. J. Mapel, Principal, Milwaukee Normal School; Mrs. Mary D. Hicks, Boston, Mass.; Jas. M. Sawin, Point Street Grammar School, Providence, R. I.; Dr. A. P. Stone, Superintendent Schools, Springfield, Mass.; Rev. Chas. H. Merrill, Battleboro, Vt.; Prof. L. W. Anderson, English High school, Boston; Superintendent Barringer, Newark, N. J.; W. S. Parker, Master Bennett School, Boston; Edwin Shepard, Principal Oliver Street Public School, Newark, N. J.

The following officers have been chosen:

OFFICERS.

President—Prof. W. H. Payne, University of Michigan.

Vice President—Prof. Thos. M. Balliet, Superintendent Schools, Reading, Pa.

Secretary—Chas. F. King, Manager National School of Methods.

Treasurer—E. N. Jones, Superintendent Schools, Saratoga, N. Y.

Councillors—Robt. C. Metcalf, Supervisor, Boston; Dr. A. P. Stone, Superintendent Schools, Springfield, Mass. J. M. Hilt, High School, Northfield, Vt.; S. T. Dutton, Superintendent Schools, New Haven, Conn.; Miss M. S. Cooper, Normal School, Oswego, N.Y.; Henry Sabin, Superintendent Schools, Clinton, Iowa; J. J. Mapel, State Normal School, Milwaukee, Wis.; B. F. Wright, Superintendent of Schools, St. Paul, Minn.; A. P. C. Griffin, Boston Public Library; M. T. Pritchard, Commissioner Schools, Boston

The Board of Directors will consist of the persons who lay out the different courses of reading, some of whom have been already mentioned.

Some of the advantages to be found in the National Reading Circle over other similar organizations are these:

1. The courses of reading are to be laid out by men and women whose names and positions will add great weight to their selections.

2. All books will be selected on *merit alone*, and will be of great practical help to the teacher.

3. All the books required in any one year, can be read in the summer vacation.

4. All the courses will be carefully graded, and each will offer a choice of books.

5. There will be courses in primary, grammar, high school, and college instruction, with an elective system in each. Some of the courses will be entirely professional, others will be for general culture.

6. A thesis will be requested from each of the members each year upon some educational subject; the best of which will be published.

The National Reading Circle will secure for its members in addition to what has already been mentioned, books and magazines at reduced rates; also helps in reading, and opportunities for forming local circles. For each year's work it will give certificates and diplomas to those completing the course and passing the required examinations.

Circulars will be issued at an early date. For further information address the secretary, Chas. F. King, Boston Highlands, Mass.

READING circles will form an important topic of discussion for the coming associations. They should be thoroughly handled. All who have pet theories should by all means air them or henceforth forever hold their peace.

GENERAL EXERCISES.

SUGGESTIONS AND MATERIAL FOR CLOSING EXERCISES.

Outlines for Essays.

THE LESSONS OF THE YEAR.

1. What we have learned from books: histories, geographies, physiologies, arithmetics, etc.

2. What we have learned from teachers, and friends, and each other: perseverance, honesty, kindness, unselfishness, forbearance, politeness.

3. What we have done during school hours: gained power to think, to express our thoughts, acquired skill in using our hands.

4. What have we done at our homes? have we assisted our parents? tried to make home pleasant by ornamentation and by entertainment?

5. What we have done for the good of others; to help them in their tasks, to make them happy.

6. What has occurred in the school-room and at home: sickness or death; changes, improvements.

5. What changes have taken place in the state and nation; what great men have died; what new ones have arisen; what laws have been passed; what accidents, casualties, etc., have occurred.

CHOOSING VOCATIONS.

Characters: Lawrence, Charlie. Grace, Nellie, Clara.

SCENE.—*A play-room. The children are grouped near the centre. The girls have dolls; Charlie is examining a toy boat; Lawrence is arranging a picture-puzzle.*

Clara. I'm tired of dolls. Let's talk.

Lawrence. What shall we talk about?

Nellie. Let's tell what we'll be when we grow up.

Grace. Oh, yes! And each of us must choose to be what we think will do the most good.

Charlie. All right. Who'll begin?

G. Let Nellie; she's the oldest.

N. I want to be like that Mrs. Norris that's visiting at our house now. She's just lovely! She has such a dear face, and never looks cross, and she always speaks in such a sweet voice. I know she does a great deal of good, for everybody loves her. Mamma says it does her good just to look at Mrs. Norris. She wears pretty white caps, and such a soft white handkerchief around her neck.

Chas. She's what they call a Quakeress, Nellie.

N. Well, then I'll be one, too, for I want to be just like her, and have everybody love me as they do her. What do you choose to be, Gracie?

G. I'm going to be a doctor.

L. Pooh, Gracie! You can't. You're a girl.

G. Yes; I can. There are lots of women-doctors now, for my mamma says so. I could do ever so much good that way, I know. I should only take care of little girls and nice old grandmas and dear little babies. I'd never be cross, like old Dr. Marvin, and I'd never give any horrid medicine, but just nice, sweet medicine that nobody would mind taking one bit. And I'd be so kind that everybody would like to see me come in, and would say: "Good-morning, Dr. Gracie. I'm so glad you've come!"

L. I'll be a man like Mr. Barnard at the Five Points in New York. I went there with papa last winter. He does lots of good. He has a great big house crammed full of poor boys and girls that wouldn't have any home, nor any clothes, nor anything to eat if it wasn't for him. Some of them are awful bad when he finds them, and lie and steal and swear. But he takes them in all the same, and so they learn to be good.

Chas. I'm going to be a ship-builder.

N. What good could you do that way, Charlie?

Chas. Oh, lots! More than any of the rest of you. Where would you get tea, and coffee, and rice, and sugar, and cocoanuts, and oranges, and all those things if it wasn't for ships?

L. That's so. And ships carry letters and papers over to Europe and back.

G. And the missionaries have to go in ships to teach the heathen, don't they?

Chas. Yes; and just think, Columbus wouldn't have discovered America if there hadn't been any ships. I guess a man that makes ships does about as much good as anybody can. Now, Clara, it's your turn.

Cla. I'm going to stay with my dear papa always, and keep house for him, because my mamma died, you know. I promised him I would, and he looked ever so glad. I shall learn to make the very nicest bread, and cake, and preserves, and everything, so papa will think I'm the best housekeeper in the world, and then, maybe he won't be so lonesome without mamma.

L. I wish it wasn't so long before we can begin to do all these things.

N. I know what Mrs. Norris would say if she heard you wish that. She'd say we needn't wait till we grow up to begin to do good.

L. Now, Nellie, you needn't preach.

G. I think what Nellie says is so, anyhow, whether it's preaching or not. If you want to know a great deal when you're big, you have to begin to study when you're little. So I suppose the way to be good men and women is to begin by being good girls and boys. (*Curtain falls*).

THE LOST KNIFE.

CHARACTERS: Four girls—Nellie, Fannie, Carrie, and Julia, wearing hats, and carrying books as if just arriving at school. Fannie and Carrie are first on the scene, and are joined by Nellie.

SCENE—*A school-yard.*

Nellie. Girls, what do you think? My beautiful penknife is lost!

Fanny. Why you had it at school yesterday.

Carrie. O, what a pity, Nellie. How did you lose it?

N. It was stolen.

F. Stolen? That is dreadful! Who would do such a thing?

N. Who? Kate Winship, to be sure!

C. O, Nellie, are you certain?

F. I did not think she would do such a wicked thing. How did you find her out?

N. It did not take any finding out. I know she must have taken it.

C. What makes you think so?

N. I was cleaning out my desk yesterday after school—

F. That was no small job! You do get your desk in dreadful confusion.

N. And I laid my knife down on the outside of my desk. Kate picked it up and said she wished she had one like it.

C. That is nothing! We have all wished that a dozen times.

N. Yes, but there was no one else there to take it.

F. How soon did you miss it?

N. I finished cleaning up, and had my hat on to go home. Then I asked Kate for the knife, and she said she had put it back on the desk.

C. Didn't you look for it then?

N. Of course I did. I searched my desk all through, but I did not find it.

F. Where was Kate while you were looking?

N. She had gone. She went as soon as I had asked her for my knife.

C. Felt guilty, I suppose.

N. She said she had to hurry home—had waited that long only to oblige me by holding up my desk lid.

C. Then she does not know that you accuse her of stealing?

N. No, but she soon will. I mean to let her know it as soon as I see her.

F. But hadn't you better look again. You know how careless you are sometimes. Maybe you have overlooked it.

N. I am just as sure as can be that Kate Winship has my penknife.

(*Julia enters.*)

J. Good morning, girls. Has anybody here lost anything lately?

N. O, Julia, have you found my knife.

J. (*holding up knife.*) That looks like it, does it not?

N. Yes, oh! yes. Where did you get it?

F. I am so glad Kate did not take it.

J. Where do you think I found it?

N. I cannot think. Where?

J. In the school scrap-basket. I went all the way back to school last evening to look for an exercise I had lost. I thought it might have dropped on the floor and been thrown in the waste-basket, Sure enough, there it was, and there, too, I found your knife, Nellie.

N. Thank you, thank you. How glad I am to get it.

F. But how could it have got in the scrap-basket?

N. I suppose it must have got mixed with the old papers that I cleaned out of my desk, and I must have thrown it there myself.

C. O, Nellie, suppose you had told Kate you thought she stole it!

F. You were so sure she had taken it. You had better not be so positive another time.

N. I ought to be ashamed of myself; and I am—I really am.

C. I think it would be well for us all to learn from this how easy it is to be mistaken, and how unwise it is to judge too hastily.

THE THINGS OF TO-DAY.

Seventy of the American colleges now in existence were founded between the year 1838 and 1880.

Since Dr. McCosh has been president, $5,000,000 has been donated to Princeton.

The college which has the most graduates in congress is the University of Virginia; Harvard stands second, and Yale third.

The chair of Journalism, recently established at Harvard, will be filled by J. B. McCullough, editor of the St. Louis *Globe-Democrat*. His salary will be $4,000 per year.

Secretary Manning continues to improve slowly. He will not resume his official duties until at least next autumn.

Ordinarily one objects to a "blood money" method of warfare, but if there be exceptions in favor of the practice, one of these is to be found in the offering of $2,000 reward for the head of Geronimo, dead or alive. This Apache butcher has murdered whole families; and it is about time that his head was separated from his neck as widely as possible.

In its presentment the Chicago Grand Jury reports that the evidence produced before it "was conclusive as to the fact that the anarchist conspiracy had no real connection with the strikes, but that it simply made use of the excitement incident to these troubles as its opportunity.

Professor Bell, the inventor of the telephone, has obtained a patent on an instrument he calls a graphophone, and which he claims to be an improvement of the phonograph. It is said to reproduce human speech very perfectly.

The English scientific commission appointed to inquire into M. Pasteur's process has completed an elaborate investigation, and is preparing a report which will affirm the efficiency of his method as a cure for hydrophobia and will rank it among the chief scientific discoveries of the century.

There appears to be no prospect that the present Congress will do anything whatever in the matter of an international copyright law.

The New York Sub-Treasury carries about $130,000,000 of the surplus years' taxes which our national financiers have piled up in government vaults.

The Senate has passed the Atlantic and Pacific Railroad Land Forfeiture bill. It forfeits all lands except the right of way adjacent and conterminous with the uncompleted portion of the road.

Mr. Springer, of Illinois, chairman of the House Committee on Territories, has reported a bill to enable the people of Dakota to form a constitution and state government.

The Senate has passed the pension bill giving $30 a month to soldiers and sailors who lost one foot or one hand in the service, and $45 a month to those who lost an arm or a leg.

Senator Ingalls has made a bitter attack upon Pension Commissioner Black. He said that General Black was receiving, on the ground of complete disability, the largest pension ever paid, and yet was receiving several thousand a year to act as Pension Commissioner and interpose frivolous objections against claimants more worthy than himself.

Senator Van Wyck has reported a bill to improve the navigation of the Mississippi, and prevent overflows, by opening and deepening Lake Borgne. The report says that the levee system, the revetment and abutment system, and the jetties, which have cost millions of dollars, have been complete failures.

The Senate Committee on Commerce has reported favorably the Eads Ship Railway bill.

At a meeting of the House Committe on Education, Mr. Miller, of Texas, introduced a substitute for the Blair Educational Bill. It appropriates $8,000,000 a year for ten years, and distributes this among states in proportion to illiteracy and between races in proportion to number.

In the House there has been a long and amusing debate on the Oleomargarine bill. The bill proposes a tariff of ten cents a pound on all oleomargarine, and special taxes of $600 on the manufacturers and $48 on the retailers thereof. The arguments in favor of the bill are the protection of the farmers and the prevention of fraud. The argument against it is that it levies an outrageous protective tax on cheap food. One member proposed that all fraud could be prevented by enacting that oleomargarine should be colored pink. Another suggested "sky-blue," and another that it should be "painted red." Various amendments reducing the proposed taxes were offered and voted down. Mr. Hammond proposed an amendment requiring a hotels and boarding-houses using oleomargine to placard the fact in their dinning rooms. This amendment was carried. Mr. Adams, of New York, proposed "that all manufacturers of incubators shall pay a tax of $10,000, and on every chicken hatched by artificial means there should be imposed a tax of $2 for roosters and $1 for pullets, in order that the great American hen may be properly protected." This was ruled out, as were a number of similar amendmends. One episode in the debate is worthy of record for orthoeptic reasons. Mr. Tillman, of South Carolina, spoke of oleomargarine as "a discovery of science of which the world ought to be proud." This statement was greeted with laughter and applause. "You laugh from ignorance," continued Mr. Tilman. "You don't know how to pronounce the word, even. Half of you pronounce it 'oleomar-jarine.'"

Mr. Randall has introduced a clause into the Appropriation bill which seems to be a direct blow at Civil Service Reform. This clause provides that the appropriation shall be available only when the rules of the Civil Service Commission are so framed that, "the names of all applicants from any one state, duly qualified on examination, and without regard to age, shall be sent to the head of a department, or other office charged with making an appointment." This seems to destroy the competitive character of the examinations and to make all applicants who pass the minimum grade equally eligible for appointment.

EDUCATIONAL NOTES.

THE KENTUCKY STATE TEACHERS' ASSOCIATION.

The Kentucky State Teachers' Association will hold its annual meeting at Louisville, July 7, 8, and 9. The following papers and addresses will be delivered:

The Common School System—An address by Hon. Joseph Desha Pickett, Supt. of Public Instruction; County Associations—*a*. Their Work; *b*. The Best and Most Expeditious Means of Organizing Them, and Securing Proper Official Connection with Them—R. H. Webb, chairman, Bardwell; Miss Bettie Reilly, Alexandria; Felix McCarthy, Russellville; I. G. Robinson, Winchester; C. W. Fowler, Brandenburg; I. W. Galbraith, Maysville. The County Institute; How it Should be Conducted—H. T. Lyttleton, chairman, Louisa; Miss Bettie V. Pennington, Stanford; W. H. Grove, Glasgow; H. D. Fetzer, Horse Cave; Miss Mollie Desha, Washington, D. C.; John A. Lemon, Williamstown. The Relation of Common Schools to Industrial Education—George A. Yates, chairman, Covington; E. C. Crabbe, Hardinsburgh; Miss Katie E. Harrington, Louisville; G. W. Vanhorn, Slaughtersville; W. P. Stevens, Livermore; James K. Patterson, Lexington. The Relation of the Common School System to Higher Education.—R. R. Hutchison, chairman, Corinth; J. J. Bucker, Georgetown; B. N. Grehan, Lexington; H. O. Snow, Elkton; H. B. Wayland, Cadiz; M. Kirby, Lexington. Journalism; its Relation to Common Schools—Ed. Porter Thompson, chairman, Harrisburg; Jackson Million, Richmond; E. C. Elrod, Glasglow, O. B. Theiss, Louisville; W. H. Lockhart, Cynthiana; Geo. W. O'Banion, Healer. Qualifications and Duties of County Superintendents—J. M. Birdwhistell, chairman, Lawrenceburg; Mrs. W. O. Cross, Louisville; T. B. Wilson, Letchfield; L. M. LaRue, Lagrange; Miss E. P. Wallace, Maysville; James E. Stone, Hardinsburgh. School and County Libraries and Museums—W. J. McConathy, chairman, Louisville; Hiram Roberts, Louisville; Mrs. N. S. Williams, Catlettsburg; Miss Sallie Maury, Louisville; J. H. Morton, Russellville, Miss Lulu Scroggin, Glencoe. Relation of Public Schools to Private Schools—W. S. Smith, chairman, Owenton; Mrs. S. F. H. Tarrant, Crab Orchard; Mrs. Mrs. S. C. Truehart, Millersburg; J. W. Chenault, Louisville; A. N. Gordon, Nicholasville. School Ethics—W. T. Poynter, chairman, Shelbyville; J. T. Gaines, Louisville; A. S. Loventhal, Lebanon; W. B. Wylie, Bowling Green; A. Sanders, Booneville; Thomas B. Ford, Frankfort. Licensing Teachers—A. C. Goodwin, chairman, Owensboro; W. C. Hall, Independence; A. W. Mill, Bowling Green; J. C. Mack, Bullittsville; J. W. Raisor, Owenton; A. Spencer, Versailles; M. T. Hargrove, Mayfield. The Proper Relation of Teachers to the Selection and Election of Educational Officers—R. D. Allen, chairman, Farmdale; C. W. Boone, Kiddville; A. W. Mell, Bowling Green; C. L. Martin, Hawesville; A. L. Smith, Zion; J. W. Porter, Kirksville. The Foundation of the State's Duty to Educate Her Children—R. E. Woods, chairman, Cloverport; F. M. Hauser, Paducah; Mrs. A. T. Helm, Milledgeville; Wm. M. Beckner, Winchester; Mrs. L. L. Monsarratt, Louisville; Mason D. Hampton, Glencoe. The Common School Law—J. J. Glenn, chairman, Madisonville; R. H. Carothers, Louisville; A. C. Chambers, Louisville; W. H. Bartholomew, Louisville; N. B. Hays, Hazel Green; J. L. McClellan, Payne's Depot. The Best Means of Securing the Attendance of Children at School—John O. Hodges, chairman, Lexington; W. H. Doherty, Owingsville; J. J. Dickey, Jackson; Josiah Wilson, Maysville; J. T. Ross, Paducah; Miss Fannie L. Gordon, New Liberty. What Shall We Teach Besides the Regular Branches?—Eli F. Brown, chairman, Paducah; D. D. Eastham, Catlettsburg; J. H. Miller, Owensboro; G. C. Overstreet, Taylorsville; John T. Walker, Owenton. The Relation of School and Church—H. R. Blaisdell, chairman, Paris; W. C. Grinstead, Danville; E. J. Doss, Bagdad; H. V. Bell, Mackville; M. C. Swinford, Cynthiana; Morris Evans, Lancaster; C. Pope, Millersburg. Supervision of School Work; Its Character and Extent—C. H. Dietrich, chairman, Hopkinsville; W. B. Wylie; Bowling Green; W. C. Hall, Covington; E. S. Clark, Henderson; B. N. Grehan, Lexington. True Normal Instruction and its Advantages—Mrs. N. S. Williams, chairman, Catlettsburg; James H. Fuqua, Russellville; J. T. English, Lagrange; R. N. Roark, Glasgow; S. P. Browder, Frankfort; T. J. Curry, Brookville. Public Opinion, the Source of Legislation, Ought to be the Channel through which the S. T. A. Influences the Legislature—W. H. Grove, chairman, Glasgow; W. W. Richeson, Maysville; J. T. Gaines, Louisville; Thomas E. Utterback, Frankfort.

BROOKLYN.

The children of the primary department of Grammar School No. 74, Mrs. Joanna J. Hill, principal, had an "assembly of flowers" recently. The regular school exercises were dispensed with, and recitations, songs, and calisthenics were substituted. Each child brought a small or a large bouquet of flowers, which were sent to the Union Square Cottage for the Decoration Day Memorial Committee to use on soldiers' graves.

CONNECTICUT.

The afternoon of Friday, May 28, was observed with appropriate memorial exercises in all the New Haven schools.

The Connecticut Council convened at 9:30 A. M. Saturday, June 5, at Room 19, Hartford high School.

Henry W. Elliott, teacher of the Middle District School in Woodbridge, was assaulted by two of his pupils, and one of them, Charles Bishop, died from concussion of the brain, caused by a blow from the teacher's stick. Elliott, who is a slender young man of 20 years, took the school last fall with the heavy task on his hands of reducing it to a decent state of discipline. Some of the older boys made it a point to resist the teacher. Bishop, a stoutly built youth of 17, was foremost in one or two unsuccessful revolts, and got a sound thrashing for his pains. He cherished his resentment, and waited for an opportunity for revenge. The next to the last day of the school year, Bishop and another boy made up their minds to give Elliott a beating. Covering their faces with black masks, they went to the school-house half an hour after the other pupils had gone home. Elliott saw one of the masked faces peering in at the window, and picking up a stout club, he ran out. One of the boys threw an egg, which broke upon Elliott's hand. The teacher's stick fell upon the boy's head, and he went down in a heap. Elliott turned upon his other assailant, but seeing his companion's fate he took to his heels. Elliott pursued, and was gaining on him, when the boy wheeled around, drew a revolver, and threatened to shoot if he came nearer. Elliott retreated to the school-house, and soon afterward went home.

Winnie French, a little girl, found Bishop in a ditch, half a mile from the school-house, insensible. She called for help, and Bishop was taken to the house of his stepfather, Dwight Todd, a farmer. He never regained consciousness.

The gathering of the New London and Windham County teachers at Norwich, May 14, was a very enthusiastic and beneficial one. The four hundred teachers present were all anxious to find out what is going on in the educational world. Principal S. C. Minor, of Greenville, asked and answered the question, "Does our Graded School System Properly Regard the Rights of Pupils?" He gave several reasons for answering this in the negative, and suggested improvements. During the discussion of this topic, Miss Martin, of Willimantic, spoke the advantages of graded work. Mr. Tracy, of Colchester, and Mr. John McCarthy, spoke of the rights of pupils to be taught observation and independent thought. Prof. J. A. Butterfield conducted a class exercise in vocal music. Mr. A. P. Somes, of Danielsonville, offered the question, "How can the Tendency to Run into Ruts and the Evils Therefrom be Avoided?" and also some suggestions upon it. Mr. Merrill, of Willimantic, gave a very practical talk upon teaching History, as did also Miss Avery and Mr. W. L. Burdick of the same place. Miss J. L. Spencer read a paper upon the same subject, and Mr. Latham of Montville, Mr. Levy, of Mansfield, and Mr. Gard, of New London, continued the discussion. In the evening there were some very entertaining readings and musical selections, and a lecture on "The A B C of Education," by Prof. E. H. Russell, of Massachusetts Normal School.

The Connecticut Summer School for Teachers will hold its first session at Niantic (East Lynne) July 6-21.

The industrial exhibition of the New Haven public schools is held this week in the High School Hall. The pupils of the various schools in the city will visit the exhibition the first three days in the week, the citizens Wednesday and Thursday, and the teachers and schools of neighboring towns on Saturday.

Reports of the meeting of the Teachers' Convention at Stratford show that it was one of unusual interest and attendance. Prof. H. A. Jones, of New York, filled the vacancy caused by the absence of Hon. C. D. Hine, with some very interesting illustrations of rapid work in arithmetic. Mrs. Nora Baldwin, of Germantown, in her discussion of "Busy-Work in Primary Schools," gave some interesting personal reminiscenes and practical suggestions for language work. Prof. Ballard, of Jamaica, gave a very able lecture on the subject of "Physical Culture," in which he called attention to the fact, that although this was an age of mind instead of muscle, it was very necessary to secure good muscle; for men and women are everywhere breaking down from mental overwork through the failure of the physical health. Miss Kate A. Raycroft, of Boston, explained her methods of teaching geography, in a very interesting address. Mr. Lyman D. Smith, of Hartford, discussed the subject of writing. He thought it could be taught thoroughly in three years. Supt. H. M. Harrington said that if the speaker would make the distinction between penmanship as an art and as an educational function, he would come nearer to what he ought in treating the subject. Mr. H. thought the teacher ought not to overlook the importance of the use of the pencil in teaching reading, or in language and busy-work, as was so well shown in the morning by Mrs. Baldwin. Gen. Thomas J. Morgan, principal of the normal school at Providence, R. I., spoke very earnestly of the relation of the public school to the labor question. Mrs. Nora Baldwin gave a class exercise in geography; Prof. H. E. Holt, of Boston, one in music; and Prof. W. J. Ballard one in gymnastics.

The newly-elected officers for the coming year are:

President, Wilfred M. Peck, of Stratford; Vice-President, Charles A. Tucker, of Norwalk; Secretery, Miss Otstott, of Fairfield; Treasurer, O. B. Chamberlain, New Canaan. Executive Committee—H. M. Harrington, Bridgeport; Mr. Everett, Fairfield; Mr. Sanford, Stamford.

ILLINOIS.

On Thursday of last week in all the public schools of the city of Chicago the pupils dropped all the usual studies, and shouted themselves hoarse over "America," "John Brown's Body," "Rally Round the Flag," "Marching Through Georgia," and other inspiring national and war songs. Hitherto only a few of the teachers celebrated Decoration Day, but recently Supt. Howland issued an order setting aside to-day as a festival of singing and speaking, and the result was that there was a confusion of American songs in the neighborhood of the school-houses that would make a veteran's heart burst with joy. The ceremonies on Decoration Day were a success.

KANSAS.

The Crawford Co. institute will be held at Girard, June 14 to July 9.——Marshall Co. normal institute begins June 14.——Supt. M. Kilmer, Chautauqua Co., holds a four weeks' normal institute, beginning June 14.

KENTUCKY.

Profs. W. A. Hester and E. E. Owsley, assisted by Miss Annie Howard, Mrs. Eugene Hall, and Mrs. M. E. Klinger will conduct a summer normal for the teachers of Daviess Co. at Owensburg, beginning June 21, and continuing eight weeks.——There will be a meeting for the teachers of the second Congressional district at Madisonville June 19. The program contains a paper on "The Culture Demanded by the Times," by J. W. Rust, Hopkinsville; one on "The Condition of the Schools of the Second District," by J. J. Glenn, Madisonville; "The Proper Limits of the Public School Course of Study," G. W. Van Horn, Slaughtersville; "The Co-operation of Parents with Teachers," A. C. Goodwin, Owensboro; "Qualifications for Teachers of Primary Classes," J. M. Stallsworth, Corydon; and "The Work of the State Teachers' Association," Col. R. D. Allen, Farmdale.

LOUISIANA.

The State Institute to be held at Clinton began June 7; that at New Orleans, opens June 13. The faculty consists of Supt. Hon. Warren Easton, Prof. William Waterbury, of Iowa; Prof. J. T. Coriew, of New York; Prof. A. Reed, of New York; Miss Nette Rousseau, State Normal School, Dr. Edwd. E. Sheib, State Normal School, Conductor of the Institutes.

MICHIGAN.

The commencement of Hillsdale high school took place June 11.——Supt. Glasgow of East Jackson has been engaged for another year.——Profs. Estabrook and King will open their Summer Teachers' Class at Olivet, July 6.——The next examination for state certificates will be held at Lansing, July 6, 7, and 8.——Prin. Smith, of Palo, has been asked to remain another year.

MINNESOTA.

An Educational Exhibit of Dodge County will be held June 20. The purpose of the exhibit is to show what the pupils throughout the county are doing. In order to give some idea of the kind of work wanted, the committee has drawn up the following schedule: Class 1.—Examination papers of the graduating class. Class 2.—Other written work, consisting of examination papers, reproductions, compositions, written recitations (daily), specimens of penmanship. Class 3.—Drawings, including maps, geometrical figures, original designs, free-hand object drawings, picture copyings, and sketches from nature. Class 4.—Paintings in oil or water-colors. Class 5.—Industrial work: Work in wood or metal, in clay, putty, wax or other materials; needle-work of all kinds, especially the making, mending, and patching of garments. Class 6.—Kindergarten work. Class 7.—Zoological and geological specimens. Class 8.—Floral display, including bouquets, wreaths, garden plants, wild flowers (in pots), house plants and botanical specimens. Class 9.—Apparatus made to illustrate any point, no matter how simple, in connection with school work. Class 10.—School apparatus of the high and graded schools. Teachers are especially urged to send drawings of their school-houses, including as much of the surroundings as possible; also inside plan, showing the position of the windows, doors, seats, stoves, and desks. These drawings should be framed. Try to show the progress of your pupils by a comparison of the work done at the first of the term with that done at the last. Let every teacher in the county make it a point to have each pupil do *something* for this exhibit. We wish particularly to encourage the use of common and inexpensive materials, and the making from these of useful and ornamental articles. All correspondence should be addressed to Supt. J. M. Richardson, Dodge Center; Executive Comrs. J. M. Richardson, Dodge Center; O. J. Niles, Kasson; F. E. Bertrand, Mantorville.

MISSOURI.

The Lawson summer normal, to be held at Lawson, July 26 to Aug. 20, will be conducted by J. L. Holloway, of Sedalia. An able corps of active workers have been engaged, and several well-known lecturers.——The Cass County institute will open July 19.——The next session of the West Plains academy will open Sept. 6.——Mr. W. J. Chambliss, of Marshall, has been employed as principal of the Higginsville schools.——Ex-State Supt. Slade will deliver the annual address at the close of the Cape Normal School.——The following teachers are to be employed at Centralia the coming year: Prof. Hall, principal; Mr. Pool, Miss Emma Waters, and Miss Maggie Sampson.——A very humorous strike occurred in the Kansas City High School, May 4. The K. of L. (Knights of Latin) struck for 100 lines of Virgil per day against 200. The boys and teachers all enjoyed it we presume.

NEW HAMPSHIRE.

The normal school at Plymouth is flourishing under Prof. C. C. Rounds, and at the present time has an attendance of about 50 pupils. Prof. Rounds says he cannot supply the applications for teachers from the boards of education, they are so numerous. The people of this state should do more for its only normal school. The town of Plymouth gives annually the sum of $2,000 to the institution, and places its resident village scholars under the management of the normal school, thus giving those learning to teach a school for practice.

One year ago Plymouth adopted the town system of schools against much opposition from some sections, but it has worked so successfully under able management that all are now ardent supporters of the plan, although it was only voted for one year on trial. The town has had longer and better schools during the past year than formerly, at a saving of $260, and is now consolidating schools and building new school-houses to better accommodate the scholars.

NEW JERSEY.

The forty-seventh anniversary exercises of Pennington Seminary will take place on June 20, 21, 22, 23, and 24.

NEW YORK.

The Chautauqua Co. Teachers' Association, met at Chautauqua, May 27 and 28. Among the topics considered were Methods in Geometry; Latin; Civil Government; Proportion; Percentage; Practical Grammar; Decimals; Composition; Fractions; Multiplication and Division; Geography of New York State; Primary Geography; Botany for beginners; Primary Reading; Primary Drawing; Counting and Writing Numbers.

The Westchester Co. teachers' institute began its annual session May 10. Dr. French treated the subjects of Standard Time, School Management, Educational Principles, and gave a lecture on "The Wonders of Nature." Prof. Albro discussed Methods, Geography, gave several classes and a lecture on Yellowstone Park. Dr. O. W. Willis, of White Plains, gave a lecture on Botany, and Prof. Cook one on Morality in the Schools. The three commissioners of the county, Messrs. Jared Sandford, James B. Lockwood, and John Little, received many hearty commendations for their earnest efforts for the success of the institute.

Ontario Co. Teachers' Association meets at Orleans, June 4. William H. Witter will read a paper on "Arctic Phenomena," Dr. N. T. Clarke will speak upon "U. S. History;" Clara Barber, "Number Lessons for Beginners;" Julia Dower, "Botany;" Elizabeth G. Smith, "English Literature;" and Dr. J. H Jewett, "The Nervous System."

STATE SUPT. DRAPER has appointed the following institutes for the month of June: Washington Co., Cambridge, June 21, conductors Dr. J. H. French and Prof. C. T. Barnes; Chemung Co., North Elmira, Profs. H. R. Sanford and A. W. Nor-

ton; Tioga Co., Owego, Profs. S. H. Albro and C. D. Larkins; Fulton Co., Gloversville, June 28, Dr. J. H. French and Prof. E. Belknap.

The fifty-first anniversary of the Delaware Literary Institute will be held at Franklin, June 20-24. The baccalaureate sermon will be delivered by the Rev. S. G. Keysor, A. M., of Franklin.

NORTH CAROLINA.

The first class of graduates from the Teachers' Training Class of Charlotte received their diplomas May 6. The occasion was a very happy one. Prof. J. T. Corlew, the teacher of the class, started the next day for La., after receiving many tokens of appreciation of the work he has done, and many expressions of regret at his departure.——The Wilson State Normal School begins July 6, and continues three weeks. The following instructors have been elected: Prof. J. L. Tomlinson, Supt. Graded Schools, Winston, N. C., Superintendent; Prof. Chas. D. McIver, of Peace Institute, Raleigh, N. C., late of Winston Graded Schools, Secretary; Prof. T. J. Mitchell, Supt. schools, Charlotte, N. C.; Prof. W. A. Blair, Fellow in Pedagogy, Johns Hopkins University, Baltimore, Md.; Prof. W. H. Neave, Director Neave Music School, Salisbury, N. C.; Miss Fannie B. Cox, Winston Graded Schools. Other instructors and lecturers will be duly announced. The greater part of two days during the session, July 15 and 16, will be devoted to a "Sunday School Normal," during which time the most successful Sunday-school workers of the state are expected to be present.

PENNSYLVANIA.

Prof. R. N. Davis, of Archbald, began a summer normal at Lackawanna, June 8, to continue eight weeks. He is being assisted by Prof. P. H. Kearney, special teacher of penmanship.——Prof. D. S. Boyer, of Freeburg, has been appointed Supt. of Snyder Co. in place of W. H. Dill, deceased.——Albert H. Smyth has been elected Prof. of English Literature in the Philadelphia high school.

Commencement exercises at Lafayette College begin with the baccalaureate sermon June 27, to be delivered by Pres. James H. Mason Knox, D. D., LL.D. Monday will be senior class day, Tuesday alumni day. Wednesday commencement day, and Thursday examination day.

TENNESSEE.

Supt. Coats, of Hardeman Co., has resigned, and Prof. T. S. Nunley, of Torne, has been elected his successor. The teachers of Hardeman Co., meet monthly to discuss methods and practical work.——The Nashville *Union* is doing a good thing for the schools of the state by publishing reports from the various counties. It will do much towards raising public sentiment on the school question.——The teachers' association for the northern section of Trenton Co. met at Rutherford on the first Saturday of the month. There were some twenty-five teachers present, and considerable interest was evinced in the proceedings. A meeting of the teachers of the central section was held at Trenton on the second Saturday; there was a good attendance. The teachers present engaged generally in the discussions of the various topics which were before the association for consideration. The teachers of the south-eastern division of the county met at Milan on the third Saturday. The attendance was not so good, but the program was carried out, and a new one arranged for the next meeting. We hope these meetings may be the means of improving the teachers and arousing the school interest among the people throughout the county.

STATE TEACHERS' ASSOCIATION, NIAGARA FALLS, JULY 7, 8, 9, 1886.

RAILROAD AND STEAMBOAT ARRANGEMENTS.

RETURN TICKETS GOOD UNTIL JULY 25.

The following lines will *return free* on the certificate of the Cor. secretary, to be furnished at the convention, those having paid the *full* regular fare in going over the routes named respectively: Adirondack Railroad—from North Creek, etc., to Saratoga; Bath and Hammondsport Railroad—from Hammondsport to Bath; Buffalo, Rochester, and Pittsburg Railroad (all divisions,)—from Rochester, Salamanca, etc., to Buffalo; Chateaugay Railroad—Lyon Mt., etc., to Plattsburgh, and Crown Point Railroad; Cooperstown and Susquehanna Valley Railroad—from Cooperstown, etc., to Junction; Delaware and Hudson C. Co.'s Railroad, (Champlain, Saratoga, and Susquehanna divisions)—between Rouse's Point, Rutland, Schenectady, Troy, Albany, and Binghamton; Fonda, Johnstown, and Gloversville Railroad—Northville, etc., to Fonda; Middleburgh and Schoharie and Schoharie Valley Railroad—from Middleburgh, etc., to Junction; New York City and Northern Railroad—Danbury, Brewster, Carmel, etc., to New York City; Ogdensburg and Lake Champlain Railroad—between Rouse's Point and Norwood or Ogdensburg; Seneca Lake Steam Navigation Company—between Watkins and Geneva; Stony Clove and Catskill Mt. Railroad—Hunter to Phoenicia; Ulster and Delaware Railroad—from Stamford, Phoenicia, etc., to Kingston.

The following lines will make the fare one cent and a-half per mile, counting distance by shortest line, full fare being paid in going, and the entire reduction allowed on the return ticket to be obtained at Buffalo, upon the certificate of the Cor. secretary:

Delaware, Lackawanna, and Western Railroad (all divisions,)—New York, Utica, Oswego, Syracuse, etc., to Binghamton and Buffalo; New York Central and Hudson River Railroad (all divisions)—New York, Albany, Troy, etc., to Buffalo; New York, Lake Erie, and Western Railway (all divisions)—New York, Newburgh, Jamestown, etc., to Buffalo; Northern Central Railroad—Elmira, Watkins, Penn Yan, etc., *via* Canandaigua, and N. Y. Cen. R. R. to Buffalo; West Shore Railroad—New York, Cornwall, Newburgh, Kingston, Coeymans Junction, etc., to Buffalo; also, the Day Line of Steamers on the Hudson, "Albany," "C. Vibbard," and "Daniel Drew," from New York, and intermediate landings to Albany, will sell through tickets *via* N. Y. C. R. R., to Buffalo, with commuted rates on return.

Round Trip Tickets at Half Rate. The Rome, Watertown, and Ogdensburg Railroad, including the Utica and Black River division, will sell round trip tickets, good for return when countersigned at the convention, for fare one way, at Ogdensburg, Norwood, Potsdam, Watertown, Oswego, and other principal stations. (Application should be made early to the local agents, to insure supply of tickets at all stations, where required.)

The following lines *will sell return tickets*, at points named in italics, for *one-third fare*, to those who paid *full regular* fare to said points over their lines, respectively, in going to the convention:

Buffalo, New York, and Philadelphia Railroad, all divisions, including the Buffalo, Pittsburgh, and Western Railroad—from Chautauqua, Olean, Rochester, etc., to *Buffalo*.

New York, Ontario, and Western Railroad—from New York, Cornwall, Delhi, etc., to *Oneida*.

OTHER REDUCTIONS.

Troy Citizens' Line of Steamers—"City of Troy," and "Saratoga," leaving New York City at 6 P. M., for Troy, to connect with morning trains. Round trip ticket to Troy and return, $2.00, or $1.00 each way. Keuka Lake Navigation Company—between Penn Yan and Hammondsport. Fare, 10 cents each way.

For Topeka. Parties will be formed at Niagara Falls to go to Topeka. Rate, round trip, $27, and special privileges. Those buying tickets by the same lines, before leaving home, can stop over at Niagara, and join those parties there. Full information given on application to the president or corresponding secretary of the association.

PERSONALS.

A gushy correspondent writes to Boston that Dr. OLIVER WENDELL HOLMES, at a London reception, "looked aristocratic," whatever that may mean, but the Doctor has sadly fallen from grace—at least literary grace—if he didn't look autocratic.

The PRINCE OF WALES is an enthusiastic amateur photographer, and a most successful one. He purchased his camera and outfit in this country.

The infant KING OF SPAIN enjoys the almost unique distinction of having been born a monarch. There is no other like instance in the history of Spain, nor of England. In France there has been one such incident, in the case of John I., in 1316.

PROFESSOR MAX MULLER has accepted the presidentship of the Goethe Society in England.

MR. C. E. MELENEY was re-elected Superintendent of Paterson, New Jersey, Public Schools, Friday evening, May 28. The vote was unanimous and was a deserved tribute to a gentleman whose earnestness, intelligence, devotion to his chosen calling, and keen insight into the needs of the public schools, bid fair to raise him to a position among the foremost educators of the country He has hosts of friends and makes them wherever he goes. He was last winter elected President of the New Jersey State Teachers' Association, as well as Vice President of the New Jersey Teacher's Reading Circle. In the latter position he has labored with untiring energy and the New Jersey circle is now second to none in the country. The schools of Paterson have improved greatly under his administration and many visitors from other cities are turning their attention to the improved methods which have recently been adopted in that city.

WALT WHITMAN'S sixty-seventh birthday anniversary on Monday found him in the best of spirits, but constantly failing physical powers.

PROFESSOR LEMUEL STEVENS, known as one of the ablest chemists in the country, has signified his desire to leave the Chair of Chemistry and Natural Philosophy in Girard College, Philadelphia, which he has held for the past thirty-five years. Old age and ill health are assigned as the causes. The trustees have determined that he shall still, after his retirement, receive an annual salary, in recognition of his long and valuable service in the college.

PROFESSOR THOMAS D. SEYMOUR, of Yale sailed recently to take the position of Superintendent of the American School at Athens. He will be absent until next fall.

PROFESSOR E. C. PICKERING, Director of Harvard Observatory, has received the honor of a gold medal from the Royal Astronomical Society of England.

MR. A. P. BOURLAND is to berin a season of institute work at Cullersville, Tenn., June 21. Mr. Bourland starts out with an excellent record and every prospect of success. The result of his work last year has borne much fruit in an awakened interest in educational affairs wherever he has been.

MR. ALEX. L. WADE, author of "A Graduating System for Country Schools," is visiting the teachers of West Virginia in the interests of Worcester's Dictionaries, but he still keeps up his interest in educational matters. He wishes to be known to the world simply as a teacher. He has a series of very entertaining lectures, among which are "Fun as a Factor in Lengthening Life," "How to Make our Homes Handsome, Healthy, and Happy," "Sunshine in Christian Countries," "Hinderances and Helps to Popular Education."

LETTERS

SPELLING.—I have a class in spelling which worries me not a little. When required to write their lessons they do well, but their oral spelling is disgraceful. I should except a part of the class when making this latter statement, to be strictly just, but a very small part. I exhausted all my resources in trying to stimulate them to earnest application in the oral part of the work, and had at last to resort to force. This I do not like. I maintain that the written spelling is all-sufficient. If the child can write the word, why have him spell it orally? Sound is certainly a poor guide in our language. Why not pursue the same course with Latin and French? Does any professional require his pupils to stand up in a row and spell out these languages by the sound? Yet these languages are thoroughly learned by English-speaking people.

Prescott, Ark. EMMA KIRKLAND.

You have sound views in the matter, why then do you require oral spelling, or is it required of you by the powers that be? If it is, why, you will have to submit, probably, until you can make them see the absurdity of it. But do not lessen the amount of written work; increase it rather; it is this that will make them ready writers and correct spellers.

ON NARROW-MINDEDNESS.—It is the business of the teacher to train the pupil in the acquisition and use of knowledge, and so to fit him for efficiency. No one teacher, nor one grade of school, can do all this for any pupil. No one teacher, nor pupil, can be an adept in all departments of truth, nor of all its applications to man's needs; nor can any person be an adept in any one department of truth, who has not an outline knowledge of all departments and of their relations to one another. Neither the ordinary teacher, nor the ordinary practitioner of any application of knowledge, has this general culture, and to the extent that he lacks it he is narrow-minded and inefficient.

As manual training, or the application, in construction, of the truths of physical things, must be preceded by knowledge of those truths and of their laws of combination, the introduction of manual training into an educational course before the pupil has obtained knowledge to apply, is a reversal of ordained educational processes, and as such can produce, by the pupil, blind experiment and its hap-hazard results, or mere copying only. Our pupils need manual training under scientific teachers, if they are to subdue the earth, and dominate its animals for their own and other's needs; but they must receive it in its natural educational order to make it effctive. As lawlessness is not liberty, so knowledge falsely so-called (the results of defective observation, miscombination, or illogical reasoning), is not truth, and ignorance of, or rejection of it, is not narrow-mindedness. J. H. JOHNSTON.

Schenectady, N. Y.

A FEW COMMENTS.—In the answer to the inquiry concerning the "Dictionary," a typographical mistake of one word makes the meaning of the last clause obscure.

I said, "suggest words," not "other" words. For example, I suggest the word "grimace," by making up a face, and many other words in same way—by face and manner. I say: "As I took a walk this morning, I saw a little animal of reddish-brown color, and a long, bushy tail, which curled beautifully over his back, sitting on the fence, cracking and eating a nut, as though he enjoyed it very much; but when he saw me, he ran very nimbly up a tree, giving a sharp little chirp or bark." (Children all say, "Squirrel"). "But this little animal is not quite so large as the squirrel, nor its tail quite so bushy, and it has three dark stripes along its back." "Oh, I know—a chipmunk!" I give the above merely to explain my meaning, not as an example for others.

Miss Boldry expressed the sentiments of many, if not the majority, on the subject of institutes. But the last institute in this county—Wayne—was an exceptionally good one, and pronounced by many the best they ever attended. Profs. Sanford and Albro proved themselves equal to the demand, and discarding the old, time-honored processes, gave the teachers practical illustrations, and *real class work*. We hope they will come again.

ANSWERS.

373. Archimedes' Principle is—"The loss of weight of a body immersed in a fluid equals the weight of the fluid which it displaces."

At time of drowning, the amount of water displaced by the body does not equal its weight, therefore it sinks; but after it has lain under the water eight or nine days, the gases caused by decomposition bloat the body to such an extent that the weight of the water displaced is greater than the weight of the body, hence it (the body) will rise to the surface. The firing of cannon is to cause the body to become detached from the bottom when it is held by sediment, or otherwise.

The above principle can be found in any work on Nat. Phil. J. W. M'N.

374. The reason is that in building picket fences, either on a level or down a hill, the horizontal distance between them is the same. This reason will be readily seen when we consider that if the pickets of the fence built down a hill and up another, were extended up till their tops are as high as the two hills, the same pickets will form both fences. S. P.

QUESTIONS.

381. Where does the spider get its web?

382. How came the custom of "barring out" teachers on Shrove Tuesday? M. O. L.

383. What is the name of the newly discovered most northern cape of Europe? V. E. S.

384. Who acted as President of the United States between the years 1787 and 1789? V. E. S.

385. Does the Secretary of State act as Vice-President now, or was the succession amendment only provided for future administrations? V. E. S.

386. Has Dakota been admitted as a state yet? V. E. S.

387. If we should start from a certain place on the Equator at noon on Sunday, and travel in the same direction as the sun, we should arrive there again at noon on Monday. When and where would the change from Sunday to Monday be? V. E. S.

388. What is the exact time in years, months, and days from April 23, 1875, to June 6, 1877? V. J.

389. When did the 18th century end, and the 19th century begin? V. J.

390. What was Queen Victoria's name before she was married? M. K. C.

391. What is the cause of cyclones? G. G. M.

392. What causes "fast" and "slow" of the sun? G. G. M.

393. What is the sixth sense? G. G. M.

BOOK DEPARTMENT.

NEW BOOKS.

ADVANCED LESSONS IN ENGLISH COMPOSITION, ANALYSIS, AND GRAMMAR. By J. E. Murray. 617 Samson St., Philadelphia: John E. Potter & Co. 12mo, 382 pp. 90 cents.

Composition, analysis, and grammar are taught together in this book, and as it is one of its most practical features, it will naturally appeal to the common sense of the pupil. To meet the requirements of the present need, the author has divided the subject and treated it under four heads. First, introductory; second, analysis and composition; third, parts of speech; and fourth, summary of punctuation. Under part first is found, language, sounds, and letters,—ideas and words, statements, questions, and commands,—thoughts and sentences,—parts of speech and capital letters.

With part second begins the subject and predicate, verb forms, and the treatment of the sentence by analysis and composition, embracing a great variety of exercises. The system of diagramming is very simple; definitions and review-questions form a prominent part of the book, and false syntax is not introduced. A review of all the rules for the use of punctuation marks is found in the fourth part. No pains has been spared in the make-up of the book; the type is clear and good, and the arrangement shows careful judgment. An appendix is added, containing the opinions and arguments of more than twenty popular authors, on all the most important unsettled questions in English.

GREEK INFLECTIONS; OR, OBJECT LESSONS IN GREEK PHILOLOGY. By B. F. Harding, M.A. Boston: Ginn & Co. 110 pp. 55 cents.

A work of this character enables the student to economize time, by forming a large number of words for ready use, as paradigms, and at the same time to suggest a systematic treatment of the noun and verb, which will expedite work and assist in gaining a better comprehension of the inflected parts of speech. Explanations of the case-endings and terminations of the noun are given, chiefly to establish the system of inflection, and to collect in a small compass the latest development on these subjects.

As this work is designed as a stepping-stone between the school and the comparative grammar, it is enough to show the system of inflection applied to the verb, without going at length into explanations, although explanations are given of a few common verbal nouns. The book is divided into two parts—noun inflection and verb inflection. An appendix is added, and following the preface is a list of authorities consulted in the preparation of the work.

OUTLINES OF MEDIÆVAL AND MODERN HISTORY. A Text-Book for High Schools, Seminaries, and Colleges. By P. V. N. Myres, A.M. Boston: Ginn & Co. 740 pp. $1.65.

In the preparation of this book the author had in view students of mature mind and thought, and his aim has been to deal with the essential elements of the life of the race. The first period goes through mediæval history, dating from the fall of Rome, A.D. 476, to the eleventh century. The second period is the age of revival, from the opening of the eleventh century to the discovery of America by Columbus, in 1492. The third period comprises the era of the Protestant reformation, from the discovery of America to the Peace of Westphalia in 1648. Period four covers the era of the political revolution, from the Peace of Westphalia to the present time. The idea of this book is not that of a political history; its aim is to blend in a pleasant, conversational manner the social, political, literary, intellectual, and religious developments of the peoples of mediæval times. Its excellent and instructive maps are well made, and are a most valuable addition to its pages.

COLLEGE EDITION OF GREEK AUTHORS. Edited under the Supervision of John Williams White and Thomas D. Seymour.

INTRODUCTION TO THE LANGUAGE AND VERSE OF HOMER. By Thomas D. Seymour. 50 cents.

EURIPIDES BACCHANTES. By I. T. Beckwith. Text Edition. 22 cents.

PLATO APOLOGY OF SOCRATES AND CRITO. By Lewis Dyer. $1.00.

EURIPIDES BACCHANTES. By I. T. Beckwith. Bound in cloth. $1.15.

The object of this series of Greek authors is to furnish editions with notes which embody the best results of recent philological research. The different volumes of this series are based, in the mean, upon approved German editions, whose introductions and notes are freely translated into English, the character of which varies according to the character of the work and the student's stage of progress. In the selection of types, and in the use of diacritical marks, the greatest effort has been made to reduce the strain upon the eyes to the least degree, and to make the proper distinctions with clearness. The form of the volumes is a square octavo, bound either in paper or cloth. The notes are on the same page with the text, but for the greater accommodation of those who prefer a lighter book, the text is reprinted in solid pages, bound in paper only.

CLASS-BOOK OF GEOLOGY. By Archibald Geike, LL.D., F.R.S. London: J. Macmillan & Co. 515 pp. $2.60.

The many recent text-books on geology indicate a growing interest in the study of this branch of science, and this volume by so eminent an author, perfects a series of educational works on physical geography and geology.

The introductory chapter of this book treats of the geological changes witnessed by man, geological methods, atural chronicles, and principles for the learner's guidance. The body of the book is divided into four parts, subdivided into chapters. Part first shows the materials for the history of the earth,—the influence of the atmosphere in the changes of the earth's surface,—the memorials left by rocks,—ice records,—and other similar interesting subjects. Part second treats of rocks, and how they tell the history of the earth. Part third, the structure of the crust of the earth. Part fourth, the geological record of the history of the earth. Among its most interesting chapters are, the memorials of the presence of the sea,—how plants and animals inscribe their records in geological history,—how fossils have been entombed and preserved, and how they are used in investigating the structure of the earth's crust, and in studying geological history. There is also an appendix extending over twenty pages, giving the vegetable kingdom, including the various classes—first, flowerless plants; second, flowering plants. The greater part of the appendix, however, is devoted to the animal kingdom—divided into invertebrates, vertæbrata, amphibia, and mammalia. There are more than two hundred illustrations in the book, some of them full-page pictures, and nearly all of them having been drawn and engraved expressly for this work. The entire volume is very near the ideal standard of a class-book on this interesting study.

DON'T. By Censor. New York: D. Appleton & Co. 30 cents.

This is a miniature vest-pocket edition of that immensely popular little book on manners. In its original form it was one of the best of its kind, and its value is now increased in an immense ratio to its size, by the ease with which it may be carried about and made one's constant companion and ever-ready adviser. To the few that have not read it there may be some interest in the fact that seventy thousand copies have been sold in this country, and more than that number in England.

NATIONAL ACADEMY NOTES AND COMPLETE CATALOGUE. 1886. Charles M. Kurtz. New York: Cassell & Co. 50 cents.

The catalogue this year contains ninety-three illustrations, mostly reproduced from drawings by the artists; besides personal notes of the artists whose works are reproduced; a plan of the academy building and diagram of the galleries; a directory of artists, with their days for receiving visitors; and a chapter on some of the art attractions of New York. As usual, the catalogue represents a deal of work and careful editing, while its artistic value is chiefly as a memento of an exhibition in some repects notably excellent.

SPECIMENS OF ENGLISH PROSE STYLE FROM MALORY TO MACAULAY. Selected and Annotated, with an Introductory Essay, by George Saintsbury, London: Keegan Paul, French, & Co.; Chicago: Jansen, McClurg, & Co. 367 pp., $2.00.

The author introduces this book with a descriptive essay upon English prose from the first writings we have, through all the various stages of its development, to the present. From this we glean that the earliest styles of English writing were but adaptations or translations of French originals, and it was only with the introduction of printing by Caxton, that English prose commenced to have a characteristic of its own; and, in fact, that not until the reign of Elizabeth was any marked peculiarity noticed. During the Elizabethan, Jacobean, and Caroline eras, all inelegancies and inaccuracies of style may be traced to an attempt to adapt our almost ungrammatical language to the forms of the highly accented and inflected languages. The many stages through which our written language has passed can be seen from the selected examples of characteristic style. Each example is preceded by a brief biographical outline, and sometimes a criticism of the author and the effect of his writings upon the language. There are also several foot-notes added which help to explain ambiguous phrases in the text, and give information of general importance. There are about one hundred authors represented, among whom may be mentioned as especially interesting: Hugh Latimer, Edmund Spencer, Francis Bacon, Benj. Jonson, John Milton, Jeremy Taylor, John Bunyan, John Dryden, John Locke, Johathan Swift, Steele, Addison, Pope, Samuel Johnson, Hume, Sterne, Smollett, Goldsmith, Paley, Scott, Sydney Smith, Southey, Lamb, Thomas Moore, DeQuincey, Shelley, Carlyle, and Macaulay. Besides these there are many other of their contemporaries represented, a study of the differences in whose styles, will be both interesting and instructive. The whole makes a book of nearly four hundred pages, well printed and neatly bound in cloth.

THE ADVENTURES OF ULYSSES. By Charles Lamb. Edited with notes for schools. Boston: Ginn & Co., 1886.

To the series of classics for children published by this house, has been added this volume as the issue for May. It is a recital of some of the adventures of one of the great heroes of Homer's works, and is especially valuable now as being timely, its publication following so soon after the many recent discoveries in Asia Minor, in the vicinity of the supposed site of ancient Troy, or Ilias, whose siege is so well described in Homer's "Iliad." As an introduction to the text, has been prefixed a brief life of Homer, and an account of his works. The text is in the pure, graceful, yet vigorous style of Lamb, and will do much to inculcate in pupils a desire for good expression. Throughout the book are many foot-notes explaining the pronunciation of hard Greek names, and giving other information both instructive and interesting. The book contains over one hundred pages, is well printed in clear, readable type, and strongly bound, with board covers.

KING JOHN. Edited by W. Aldis Wright, Oxford, Eng; Clarendon Press; New York. Macmillan & Co. 40 cents.

We have here another volume in the series of select plays issued in tasteful form by this house. There is an introduction by the editor upon the history of the play, which is followed by the text of the play itself. The lines in each scene of the play are numbered by tens, for ready reference by the student or teacher. The notes in the back of the book are very valuable, as they carefully explain all words in the text that a student might find at all difficult to understand. In these notes, the derivation of all foreign words and phrases, the origin and all idiomatic expressions has been traced, thus showing the etymological growth of the language. The book contains one hundred and sixty pages, is well printed, and neatly bound with limp covers.

MARVELOUS IN OUR EYES. By Emma E. HORNIBROOK. Rainbow Series. New York: Cassell & Co. 25 cents.

Four young girls and three men are the actors in this story, which tends to illustrate the fact, that even after all our determined efforts to wreck our lives by wayward actions, there is still often a retrieving element in most natures, which, by the decree of fate, will conquer in the end. The action takes place on an English coast, and there are many pages devoted to glowing descriptions of the scenery, and many air flights upon the love of the sea. The story is somewhat sad, and the most interesting characters are an eminently moral clergyman, who teaches many lessons to the girls, and eventually marries one of them, and a deformed, but intelligent fisher lad. It is a book of less than two hundred pages, neatly printed, and bound in the usually conspicuous manner of the series.

MANUAL TRAINING. The Solution of Social and Industrial Problems. By Charles H. Ham. Illustrated. New York: Harper & Bros. 1886. $1 50.

Mr. Ham, in this volume, deals especially with the Chicago Manual Training School, and describes the different workshop classes and laboratories, of which several illustrations are given, from the first lesson to the close of the three years' course. There is a history of the school and its foundation, with a description of its situation on the boulevard. This is followed by a discussion on the majesty of tools—their power, their educational value, etc. Next comes a view of the engine-room, and the various processes therein employed; then the drawing-room, and the carpenter's laboratory, with a review of a lesson. After this is described the wood-turning laboratory, with several historical notes upon the Potter's wheel of the ancients and the turning-lathe, the speculation of Holtzapffels on its origin, the Greeks as turners, the turners of the Middle Ages, George III. at the lathe, etc. The founding laboratory is next brought to notice, in which iron and other metallic work is taken up, and there are notes upon the history of founding, the remains of the bronze castings of Egypt, Greece, and Assyria, Layard's discoveries, the Greek Sculptors, the colossal statue of Apollo at Rhodes, the great bells of history, how slavery has degraded labor, and how manual training is to dignify it. Chapter eight deals with the forging laboratory, and the author tells us that the smelter and the smith are the bulwark of the English government. The machine-tool shop is the latest department in manual labor, and is the last stage in the treatment of manual training. In this connection the author speaks of the interdependence of the arts. He then shows the effect of the combination of mental and manual training, as illustrated in the course of study of the Chicago Manual Training School, and gives a review of the questions asked in arithmetic, geography, and language at the first examination for admission to the school. There is a chapter devoted to an exposition of the intellectual effect of manual training, and one to the moral effect; another to the mind and the hand in their relations to each other; and still another to showing the power of the trained hand, as illustrated in the different departments of the work of life.

The inventors, civil engineers, and mechanics of England in their relations to English progress, and a review of the power wielded by the mechanic, form the subject of another chapter. There are fifty pages devoted to a discussion of an automatic, contrasted with a scientific, education. The historic association of education with the social problem in ancient Greece and Egypt, in Rome, during the Middle Ages, in Europe generally, and in America, is discussed in respective chapters. The last is a history of the manual element in education, giving a portrait of M. Victor Della-Vos, the founder of manual training in Russia, and of Dr. John D. Runkle, in the United States. The whole concludes with an index of forty pages, of all matters treated in the body of the work, which will be found very useful. This is a book which should be in the hands of every one interested in the educational problem in any of, its phases. It deserves the careful study of our legislators and school men.

CATALOGUES AND PAMPHLETS RECEIVED.

Reply of Robert Sewell to the Argument of the Hon. Roscoe Conkling, before the Senate Committee on Railroads, in the Matter of the Repeal of the Charter of the Broadway Surface Railroad Company, of New York City.

A Paper on "Manual Training, a Valuable Feature in General Education." Read before the Philadelphia Social Science Association, on Dec. 11, 1885, by C. M. Woodward, Ph.D.

A Brief Statement of the Names of the Prisoners now Actually Confined in Ludlow Street Jail, New York City, together with the Causes of their Confinement; also a Memorial and Protest to the Legislature of the State of New York, against the Passage of Certain Bills now Pending to Restrict the Usefulness of County Jails, by Edward P. Wilder, New York Bar.

Catalogue of the Manual Training School of Washington University, St. Louis, Mo., 1885-86. C. M. Woodward, Ph.D., Director.

Course of Study of the Public Schools of Waterbury, Ct., January, 1886. M. S. Crosby, Superintendent.

Report of the Board of Education of Poughkeepsie, N. Y., 1885. Edward Burgess, Superintendent.

Annual Report of the Board of Education of Omaha, Neb., 1884-85. Henry M. James, Superintendent.

Twentieth Annual Report of the Board of Education of Oshkosh, Wis., 1886. Charles R. Nevitt, Jr., Superintendent.

Twenty-sixth Annual Report of the School Board of Milwaukee, Wis., 1884-85. William E. Anderson, Superintendent.

Catalogue of the University of North Carolina, Chapel Hill, N. C., 1885-80. Hon. Kemp P. Battle, LL.D., President.

City of Lockport School Directory, Jan. 1, 1886. George Griffith, Superintendent.

Proceedings of the American Forestry Congress, September, 1885. Hon. Warren Higley, President.

Proceedings of the Ohio State Forestry Association, March, 1884. Hon. Warren Higley, President.

Catalogue of the Summer School of Languages. Session of 1885. William L. Montague, A.M., Director.

Our Common Schools; Their Rise and Progress—Experiments and Failures—Reform and Success.

Eighth Biennial Report of the Illinois Soldiers' Orphans' Home at Normal, Ill., Oct. 1, 1884. John I. Rinaker, President.

Inauguration Address of Homer Baxter Sprague, President of Mills College, California, Oct. 24, 1885.

Report of the Public Schools, New Orleans, La., Jan., 1886. Ulrich B. Bettison, Chief Superintendent.

Course of Study for the Public Schools of Otsego County, N. Y., March, 1886. C. Keller, Principal.

Bulletin of the Maimonides Library, New York, April, 1886. Max Cohen, Librarian.

Catalogue of the Oregon State Normal School, 1884-5. D. T. Stanley, A.M., President.

Thirty-sixth Report of the Public Schools of Missouri, 1885. Hon. W. E. Coleman, State Superintendent.

Report of the Board of Administrators of State Normal School, Natchitoches, La. D. Pierson, President.

Announcement of the Faculty of Applied Science, for 1886-87; Magill University.

Catalogue of the Western Reserve Normal School, Milan, Ohio. Prof. B. B. Hall, Principal.

Catalogue of Amherst College, 1885-86. Rev. J. H. Seelye, D.D., LL.D., President.

Report of the State Superintendent of Public Instruction of Tennessee, 1885. Hon. Thomas H. Paine, State Superintendent.

If you have not taken your spring medicine yet, get Hood's Sarsaparilla at once. It is the best.

PROF. BOREMUS ON TOILET SOAPS:

"You have demonstrated that a *perfectly* pure soap may be made. I, therefore, cordially commend to ladies and to the community in general the employment of your pure 'La Belle' toilet soap over any adulterated article."

Is made from the choicest quality of stock, and contains a LARGE PERCENTAGE of GLYCERINE; therefore it is specially adapted for Toilet, Bath and Infants.

GLENS FALLS TRAINING CLASS *FOR TEACHERS OF GRADED AND UNGRADED SCHOOLS.* Aug. 11th to Aug. 27th, inclusive.

PRIMARY WORK.
Mrs. N. R. BALDWIN, formerly of Quincy, Mass., now of Germantown, Pa.

INTERMEDIATE AND GRAMMAR WORK.
Miss KATE RAYCROFT, formerly of Quincy, Mass., now of Boston, Mass.

NATURAL SCIENCE.
Supt. SHERMAN WILLIAMS, Glens Falls, N. Y.

ELOCUTION.
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"Man is the greatest of all chemical laboratories. Magnify the smallest cell of the body and what a factory is spread before the eyes countless chambers in which are globes of air, masses of solid matter, globules of dying liquid; a flash comes and the whole is consumed and needful heat is carried into every part of the system. Electrical forces also generate and are conveyed to the brain, the muscles and the various nerve centers.

In another set of a million chambers we see various gasses and vapors. By chemical action these are changed and purified in the lungs and the skin. The blood, we often say, is a great living river. In its current are masses which the air in the lungs did not affect; blocks of chalk; slabs of tartar; pieces of bone-ash, strings of albumen; drops of molasses, and lines of alcohol. How are these waste masses disposed of? Begin where you will in this great stream you must come to the purifying places of the system. Here is all activity and an invisible force reaches out into the stream, seizes and carries this mass of waste into vast trenches, thence into a smaller reservoir, and finally into a larger reservoir, which regularly discharges its contents.

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"People strangely wait until pain strikes a nerve before they will realize that they have any trouble. They do not know that pain concerns chiefly the exterior not the interior of the body. A certain set of nerves connect these blood-purifying organs with the brain. They may not gnaw and bite as does the tooth-ache or a scratch, but they regularly, silently report. When these organs are failing these nerves indicate it by drawing the blood from the face and cheek, leaving the lip and eye blanched by sending uric acid poison into the smallest veins, the skin then becoming gray, yellow, or brown. They also prevent the purification of the blood in the lungs and cause pulmonary difficulties, weariness and pain. Who enjoys perfect health, especially in this land where we burn the candle in one mass? The athletic breaks down in the race; the editor falls at his desk; the merchant succumbs in his counting-room. These events should not have been unexpected for nature long ago hung out her "lanterns of alarm." When the "accident" finally comes its fatal effect is seen in a hundred forms; either as congestion, chronic weakness, as wrong action, as variable appetite, as head troubles, as palpitation and irregularities of the heart, as premature decay, as dryness and harshness of the skin causing the hair to drop out or turn gray, as apoplexy, as paralysis, as general debility, blood poisoning, etc.

"Put no faith then in the wiseacre who says there is no danger as long as there is no pain. Put no faith in the physician, whoever he may be, who says it is a mere cold or a slight indisposition. He knows little, if any, more than you do about it. He can neither see nor examine these organs, and depends entirely upon experimental tests, that you can make as well as he.

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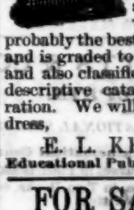

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"I tell yer, pard, it's tough goin' 'thout a drink for two hull days. Say, you wait for me b'hind them freight cars while I go'n raise somethin' damp. (Rushes into a well-filed dentist's lair.) "Ow-o-o-oh ouch! Oh! oh!"

"Toothache?"

"Toothache! Great Cæsar! should remark. Ouch? O-w-oh-ouch! Git out yer insterments quick! Hold on! Gimme a big drink o' liquor. It's a back molar'n. I must have suthin' bracin.' Ouch!" and he fairly danced with grief.

Dentist rushes down stairs and returns with a pint of whiskey.

"Take a big swallow and get into the chair."

Sufferer tastes it. "Great scot! this is whiskey. I must have brandy; whar'd you git it? I'll change it."

Exit sufferer. Dentist waits, then wonders, then gets hot in the collar, while his customers put handkerchiefs over their faces to hide their mouths;—*Minesnota Bazoo.*

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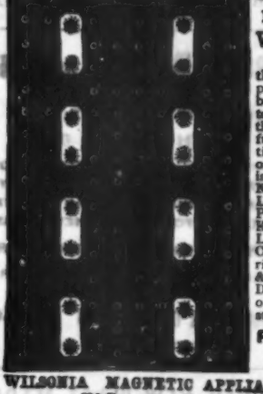

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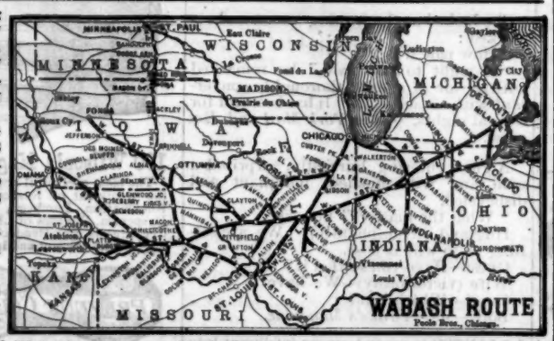

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